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ABSTRACT

This two-volume document is the final report of the White House Conference on Indian Education, mandated by 1987 amendments to the Indian Education Act. Volume 1 opens with a history of the conference and the act's implementation. It describes planning and preparations for the conference and includes a discussion of its recurring issues. The volume also details 113 conference resolutions aimed at making educational programs more relevant to the needs of Indians. Each resolution includes recommendations and strategies for action. The resolutions are categorized under the following topics: (1) governance of Indian education; (2) well-being of Indian communities (religious and cultural freedom and educational support) and delivery of services; (3) literacy, academic achievement, and high school graduation; (4) alcohol/drug-free schools; (5) exceptional education; (6) school readiness; (7) Native languages and cultures; (8) school structure; (9) higher education; (10) school personnel; (11) adult education and parental-community-tribal partnerships; and (12) miscellaneous. Volume 2 contains a "Pre-Conference Summary Report" (November 1991) and "Pre-Conference Recommendations" (January 1992), as well as "Delegate Orientation Transcript," "Opening Session Transcript", "Major Presentations," a transcript of the delegate assembly (January 24, 1992), and statutory authority for the conference. (TES)

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# THE FINAL REPORT OF THE WHITE HOUSE CONFERENCE ON INDIAN EDUCATION

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## VOLUME ONE

MAY, 1992

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# THE FINAL REPORT
# OF THE
# WHITE HOUSE CONFERENCE
# ON INDIAN EDUCATION

JANUARY 22-24, 1992
WASHINGTON, DC

THE WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

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MAY 22 1992

Dear Mr. President:

I am submitting herewith the Report of the White House Conference on Indian Education which was held on January 22-24, 1992 in Washington, D.C. This report is submitted in accordance with Public Law 100-297, the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. This act required the submission of a final report to the President within 120 days of the Conference's completion.

The report was developed from the hard work of the Conference Delegates who attended the Conference. These Delegates produced a total of 113 Resolutions, with accompanying plans of action, designed to provide guidance in future Indian education policy directives.

These Delegates also represented a unique cross-section of the American Indian /Alaska Native communities throughout the country. They included business leaders, educators, parents, students, and elected governmental and school board officials, and are to be commended for their deliberations and dedication.

You will be ably assisted in the preparation of the Report to Congress by Secretary Manuel Lujan, Jr., and Secretary Lamar Alexander. Staff from their respective Departments, Education and the Interior, were actively involved in the Conference planning and its management.

I am certain that your Report to the Congress, relying on the Delegates' recommendations, will greatly enhance the quality of education to Indian communities throughout the Nation.

Sincerely,

Buck Martin

Buck Martin
Director

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# White House Conference on Indian Education (WHCIE)
# VOLUME I

## INTRODUCTION

The White House Conference on Indian Education (WHCIE) was enacted as Public Law 100-297. The Conference was convened on January 22 and adjourned on January 24, 1992. Principally, the Conference was mandated to develop recommendations to improve Indian education services. While the Task Force and Advisory Committee structured the Conference into working sessions that maximized all efforts to develop such recommendations, it was a heavy workload which faced the Conference Delegates during this very short period of time. It is evident that they rose to the challenge.

Expectations for the White House Conference varied greatly. Much depended on whether one was aware of the great amount of work undertaken prior to the actual Conference or not. The Advisory Committee's and Task Force's expectations were very high due to their knowledge of the tremendous amount of work accomplished in the 30 State, tribal and Regional Pre-conferences and the great concern in Indian country over education issues and needs. This event was a tremendous opportunity to develop a realistic road map for future actions to improve Indian education.

This Conference was uniquely designed to facilitate solutions, not revisit and redebate the problems. This goal was realized, as evidenced by the details provided, both within the resolutions and their plans of action, by the Delegates for implementation guidance purposes. Additionally, there was the expectation that the results would produce a holistic picture of Indian student education, health, and cultural needs. This holistic overview of needs did occur and has helped identify areas to be addressed in a comprehensive manner.

At the Conference, a total of 113 resolutions were adopted, many with accompanying plans of action. These resolutions were developed and adopted by 234 Delegates. These adopted resolutions encompassed a broad array of issues and were drawn from 30 state, tribal and regional reports, through the planning of state steering committees. These committees were composed of educators, Indian parents, tribal leaders, and state education officials, along with other concerned individuals.

The state steering committee reports were comprised of numerous recommendations for improving Indian education, locally and nationally. It was the responsibility of the Task Force to distill these recommendations from the reports into a comprehensive listing of issues to be considered at the national Conference.

These reports were first condensed into 17 goal areas. However, after careful review, the Advisory Committee of the WHCIE felt that these 17 goal areas could be further consolidated under 11 topic areas. The 17 goal areas, and later the 11 topic areas, were initially premised on the categories of need identified in the recently released "Indian Nations at Risk" report. There were, however, issues identified by the States that were outside the scope of the 10 areas of need targeted by this earlier report. The 11 topic areas finally selected to capture all of the recommendations submitted to the WHCIE were:

1. Governance of Indian Education/Independent Board of Education.
2. Well Being of Indian Communities & Delivery of Services.
3. Literacy, Student Academic Achievement & High School Graduation.*
4. Safe, Alcohol/Drug-Free Schools.*
5. Exceptional Education.
6. Readiness for School.*
7. Native Languages & Culture.*
8. Structure for Schools.*
9. Higher Education.
10. Native & Non-Native School Personnel.*
11. Adult Education & Lifelong Learning/Parental, Community and Tribal Partnership.*

*[*Goals under the "Indian Nations at Risk" Report.]*

In order to produce an accurate reflection of the Conference work products it was necessary for the Task Force to undertake a very careful review and provide technical edits to the documents adopted by the full Assembly of Delegates After technical review and edits were made to the resolutions and plans of action, these documents were further reviewed by the elected spokes- person for each topic area (a Delegate selected by his/her peers). Their review ensured that any changes made to such documents did not go contrary to the intent of the participating Delegates.

An analysis analysis is included that is intended to identify any emphasis given by the Delegates to the recommendations necessary to improve Indian education. More specifically: what are the policy, legislative and funding changes indicated by these resolutions? When these resolutions involved more practical considerations, for example the need to identify infrastructure and resource capabilities, the analysis also captures these practical concerns.

Overall, the analysis has produced a comprehensive review on what commonalities of concern exist from one target area to another (i.e. training, partners, performance standards, accountability issues, etc.). It has also helped identify the strengths and deficiencies in the existing educational system. This analysis, coupled with the voted upon Resolutions (and plans of action), should provide Indian country with a blueprint for action. At what level this action should occur, and in what order of priority, are issues that still challenge our communities.

Some of the goals or issues identified in the adopted Resolutions are expected to be easily translated into immediate actions or policies. This final report catalogues all of the Resolutions into a comprehensive spectrum of Indian educational needs, both for policy and community action purposes.

Seminole

# HISTORY OF THE WHITE HOUSE CONFERENCE ON INDIAN EDUCATION

## CHAPTER ONE

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

# History of the White House Conference on Indian Education

## Overview

The White House Conference on Indian Education was authorized in the Augustus F. Hawkins - Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, Public Law 100-297 on April 28, 1988. The Conference was mandated to explore the feasibility of establishing an independent Board of Indian Education and to develop recommendations for the improvement of educational programs to make the programs more relevant to the needs of Indians.

## History

In developing this authorization, the Congress found that recent changes in Federal and State systems stimulated a strong awareness and growth of tribal control of Federally funded services including education. The increase of tribal control, particularly of educational opportunities, has led to a degree of improvements and greater academic success of Indian Alaska Native youth and adults, yet does not seem to be a derogation of Federal responsibility. The Congress recognized that substantial and substantive problems still exist. The Congress believed the opportunity for facilitation of the formulation of solutions could take place through the convening of a White House Conference. The original Senate Bill 1645 was introduced by Senator DeConcini on August 7, 1987. The introduced bill did not contain Title V, the White House Conference. It was not until the hearings of September 29, 1987 on Senate Bill 1645 that the idea was discussed.

The following quotes were accepted to provide and construct an historical view leading to the White House Conference on Indian Education held on January 22-24, 1992.

Mr. DeConcini (for himself, Mr. Inouye, Mr. Evans, Mr. Daschle, Mr. Burdick, Mr. McCain, and Mr. Murkowski) introduced Senate Bill 1645, to reauthorize certain Indian educational programs, and for other purposes. The bill was referred to the Select Committee on Indian Affairs.

Mr. DeConcini stated in his introduction remarks on the Indian Education Admendments Act:

> "I rise today to introduce on behalf of myself and my colleagues, Senators Inouye, Evans, Daschle, Burdick, McCain, and Murkowski, the Indian Education Act Amendment of 1987. This bill proposes to reauthorize the Indian education programs administered by the Bureau of Indian Affairs and the Department of Education. These programs serve the approximate 360,000 Native American students attending BIA, public or tribally contracted schools.
>
> Both the reservation and urban Indian communities rely on these vital programs to educate their children from kindergarten through high school. Parents and leaders of these communities place the highest priority on education. Education is critical to their efforts to achieve economic self-sufficiency. Like many other Americans, they want a better world for their children and look to a strong education system as the best way to achieve this

10

end. They want quality education for their children and many have committed themselves to the task of improving Indian education as members of local school boards, parent committees, and tribal councils. Many others have become teachers and school administrators and devoted themselves to serving in the reservation school systems. This considerable investment in education must not be overlooked. Instead, I believe that it is time for the Federal Government to meet the Indian tribes and its communities halfway and it can do so by strengthening its commitment to Indian education.

The Federal Government, under the Federal trust relationship, has a special duty to the Indian tribes to assure the availability of the best educational opportunities possible. This duty must be fulfilled by our Government in a manner consistent with the Indian self-determination policy. The bill which I am proposing today is designed to strengthen the Federal-tribal partnership as it relates to Indian education. The bill seeks to improve the administration of Indian education programs by refining the existing law and proposing new options for Indian communities to use in their pursuit of excellence in education. I am convinced that these proposals will generate sufficient interest in the Indian community and provide additional ideas on the best way to respond to some of the problems which now plague Indian education. I lay this bill on the table for discussion and urge my colleagues to give the needs of Indian education the consideration and attention they deserve.

I look forward to working with the distinguished Chairman of the Senate Committee on Indian Affairs, Mr. Inouye, in scheduling hearings on this bill in the very near future. I respectfully ask unanimous consent that the full text of the bill be printed at this point in the Record." *(Congressional Record - Senate, August 7, 1987, 511578-511683)*

Senator Melcher and Senator Bingaman later joined as cosponsors.

A hearing on the bill took place at Pine Ridge, South Dakota on August 17, 1987. Senator Daschle chaired the hearing in which approximately 40 witnesses testified.

A second hearing was held on September 29, 1987 in Washington D.C. The Committee heard testimony from several Southwest tribes and organizations, national Indian education organizations, the Department of Education, the Department of the Interior and one U.S. Senator. It was at this second hearing that the idea of a White House Conference was born.

In the closing oral testimony of Mr. John Forkenbrock, representing the Association of Community Tribal Schools, he remarked:

> "One last thing that is not included in S. 1645 that I think I would like to see the committee consider adding to S. 1645 would be the development and the call for a White House conference on Indian education. Some draft legislation has been developed, and I think that many of the things that have been said this morning dealing with public schools and the fact that 82 percent or 87 percent- whatever that figure is- of our Indian children are educated in public schools- what is the Federal policy in terms of its responsibility for Indian children enrolled in public schools?
>
> There are policies and procedures now in effect in Public Law 81-874, Impact Aid, which public schools are supposed to follow to ensure that tribes, are getting their input into the program which, in many cases, aren't being followed.
>
> So, I beg to differ with some of the generalizations that the Assistant Secretary is making concerning the fact that public education is the answer, because right now within this country in terms of public education and meeting the needs of Indian students, we have a lot of places where Indian input and tribal involvement is nil, and the policies and procedures that are supposed to be followed in the federal law are not being followed.
>
> So, I think that there is a real need for the Congress to consider the development of legislation that would call for a White House conference on Indian education where all the various experts in the

> field from all facets of the program-contract schools, BIA operated schools, public schools, private schools, post-secondary as well as elementary and secondary- get together to discuss some of the things that are needed in terms of where Indian education is headed in the 1990's."
>
> (Indian Education-Part 2, Hearing Before the Select Committee on Indian Affairs United States Senate, 100th Congress, First Session, on S. 1645, September 29, 1987, page 90.)

During the session, Enos Francisco Jr., Chairman, Tohono O'Odham Nation, stated that he thought the conference was a good idea and that there might be great advantages thereafter (page 106).

Lorena Bahe, Executive Director, Association of Navajo Community Controlled School Boards, also agreed. She added the Association of Navajo Contract Schools had discussed two different versions on establishing an Indian education board. They supported the proposed national Indian education board (page 113).

Roger Wilson, Vice President, Navajo Area School Board Association, seemed to be the only presentor who felt that other national Indian organizations have components on education and that to have a White House conference was not necessary unless it is well thought out (page 112).

Members of the Committee also asked several witnesses about the feasibility of establishing an independent National Board of Indian Education to assume responsibility for Federal policy relating to Indian education. The response overwhelming favored further exploration of this idea.

This suggestion evolved through a discussion by the committee with representatives of national Indian education organizations on the role Indian leadership played in schools in establishing educational policy. The questions also brought into the picture the involvement of Indian leadership in the establishment of policy by the Department of Education, Indian education section.

The responses varied. The Chairman concluded,

> "As some of you are aware, I have spent much time in Indian country this year because of my belief that for too long Washington has determined the nature of the problems in Indian country and provided the solutions to these perceived problems. I felt that the time has come to ask the Indian people as to what they consider to be their problems and beckon their wisdom as to what the solutions should be.
>
> Some of your responses reflect the responses I have been receiving throughout the land.
>
> I believe all of you agree that there is a special trust relationship that exists between the Government of the United States and the various Indian governments, whether it be nations, tribes, or other groups, and that this trust relationship calls upon the United States Government to make certain that education is provided to all Indians who desire such education and are capable of receiving such.
>
> However, apparently, the trust relationship is not carried out to its fullest as intended by Members of Congress and other Administrations, and your response to my question as to the nature of input provided by Indian leadership in the making of education policy ranges from zero to zero plus one, or something like that.
>
> Do you think there is justification to establish a separate board of education made up of Indians to establish educational policy?"
>
> *(Senate. Hearing. 100-429, Pt. 2. Pages 94-95.)*

The individuals on the panel recommended that the suggestion to have an organization such as a separate board to establish Indian education policy be further explored by Indian people. The individuals who were part of this panel included Carmen Taylor, Executive Director, National Indian School Board Asociation, Albuquerque, New Mexico; Reva Crawford, Co-chairperson, National Indian Adult Education Association, Boston, Massachusetts; Lincoln White, Executive Director, National Advisory Council on Indian Education, Washington, DC; and John

Forkenbrock, Washington Respresentative, Association of Community and Tribal Schools of Washington, DC.

The idea of a National Board of Indian Education is not a new concept. In fact, in 1967 Congress recognized educational problems and needs of Indian children and the failure of our Government to meet those needs. This resulted in the establishment of a Special Subcommittee on Indian Education, which was chaired by Senator Robert Kennedy. The original intent of this special subcommittee was to "examine, investigate, and make a complete study of any and all matters pertaining to the education of Indian children."

Senator Robert Kennedy held hearings beginning in December 1967. The subcommittee traveled to all parts of the country visiting schools, examining studies and reports as well as hearing testimony.

Senator Edward Kennedy assumed the leadership of the subcommittee in early 1969. Later that year the final report was issued by the subcommittee. The report entitled, "Indian Education: A National Tragedy - A National Challenge" was released in November 1969 by the Committee on Labor and Public Welfare.

Sixty recommendations were made in the report including the creation of a Senate Select Committee on the Human Needs of the American Indians, the convening of a White House Conference on American Indian Affairs, increased funding for culturally sensitive curricula, and greater supervision of State and local programs who receive Federal funds for the education of Native Americans in the public schools.

In regards to the White House Conference, the subcommittee found that one primary reason for the failure of national policy and programs for American Indians has been the exclusion - or the token involvement of Indians, in determining policy or planning of programs. It was believed that the White House Conference would reverse this practice.

> "Such a White House Conference could provide for broad scale participation of Indians in extensive deliberations of the tribal, local, and regional levels, in preparation for the National Conference. The report of the Conference, with detailed policy, legislative, and program recommendations, could serve as the blueprint for reform and change over the next generation. As an indication of the widespread support in the Indian community for this approach, the National Congress of American Indians has strongly endorsed the need and desirability of such a conference in its 1968 and 1969 annual conventions...."
>
> *(Indian Education: A National Tragedy - A National Challenge, Report of the Committees on Labor and Public Welfare, 1969, p. 107)*

The subcommittee also recommended the establishment of a National Indian Board of Indian Education with authority to set standards and criteria for the Federal schools. It was envisioned that the National Board would oversee operations of the schools, be empowered to participate in the negotiation of contracts with tribes and communities to run local school systems for Indians; make suggestions for nominees for Assistant Commissioner for Education in the Department of the Interior and serve in a advisory role with respect to Federal education programs involving Indians in the public schools.

The report opened the door for many possibilities that would be responsive to Indian needs. A primary theme to the overall report was the goal of increased participation and control of educational programs by local communities. Over the past twenty years Congress and the Administration have demonstrated a willingness to address this concept through a variety of actions. Specifically, as a result of the "Indian Education: A National Tragedy - A National Challenge Report, the Indian Education Act (S. 4388) was introduced in September 1970. This was a major formal congressional commitment to excellence and self-determination in Indian education. The act carried forth several of the recommendations of the special subcommittee when it was enacted as the Indian Education Act (P.L. 92-318).

However, the effort to establish a National Board of Indian Education met with some opposition during subcommittee hearings in April and May 1971. Some tribes voiced opposition to fragmenting the Bureau through removal of its education function to a new agency.

In August 1971, the Indian Education Amendments of 1971 (S. 659) proposed the creation of a National Advisory Council on Indian

Education along with the National Board of Indian Education. In the hearings regarding the Advisory Council, witnesses believed that the Council should assume full supervisory rather than advisory responsibility for Indian Education programs. After consideration of the testimony, Senate Bill 2482 was introduced which only proposed the establishment of the National Advisory Council on Indian Education.

In October 1971, a bill was introduce (S. 2724) creating a National Board of Regents for Indian Education within the Department of the Interior, to assume direct control of the Bureau of Indian Affairs schools.

In conclusion, no action was taken on either the National Indian Board of Indian Education or the National Board of Regents for Indian Education. However, the National Advisory Council of Indian Education was established in the Indian Education Act (P.L. 92-318).

The Indian Education Act also required public school districts to involve parents and community members in the administration of federal funds for Indian children.

Then in 1975, legislation was introduced and enacted as P.L. 93-638, the Indian Self-Determination and Education Assistance Act and which added new requirements for Indian involvement in public school programs. The Act granted tribes the power to sign contracts with federal agencies to administer school programs. The Education Amendments Act of 1978, P.L. 95-561 called for greater community control of Indian schools. P.L. 95-561 also provided for increased tribal and parental involvement in public school programs via amendments to the Impact Aid Act. This Act also establish a rational basis for the distribution of funds among the Bureau of Indian Affairs schools named the Indian School Equalization Program.

Also, in 1976, P.L. 94-437, the Indian Health Care Improvement Act further extended the ideas of the Indian Self-Determination and Education Assistance Act, by encouraging Native organization to manage their own clinics and hospitals.

In 1977, in a major move, the Senate reestablished it's Select Committee on Indian Affairs to oversee legislation affecting Native people, as a result of the findings of the American Indian Policy Review Commission Report.

Other related action included, the Tribally-Controlled Community College Assistance Act, P.L. 95-471, which supported the development of higher education within Indian communities, and the Indian Child Welfare Act, P.L. 95-608, which gave tribes the authority to supervise adoptions involving their members.

The issue of a National Board of Indian Education was again discussed in 1978 and 1979, when the Administration unsuccessfully proposed a plan to move the Bureau of Indian Affairs' Division of Education to the new Department of Education. It again surfaced in 1982, when the BIA reorganization plan was being discussed.

In 1987, before the Senate Select Committee on Indian Affairs, the topic resurfaced as presented above. However, in the conclusion of the panel testimony the Chairman recommended, based on the unanimous support of the panel, that the staff of the committee and the members of the panel gather statistics available on Indian education and develop ideas on what an Indian board of trustees, a board of education, or a board of regents should look like, where it should be located and the types of powers that it should have. This recommendation became the framework from which Part E - White House Conference on Indian Education, Title V - Indian Education Amendments of 1988, Public Law 100-297, was developed.

The Congressional Budget Office estimated a cost of four million dollars for the conference. This estimate was based on a previous White House conference. This estimate was reported on October 14, 1987 to the Senate Select Committee on Indian Affairs.

The Administration had some problems with Title V providing for a White House Conference on Indian Education. This is stated in a letter dated November 3, 1987 to the Chairman, Select Committee on Indian Affairs, United States Senate from the Assistant Secretary of Indian Affairs, U. S. Department of the Interior.

> "This is a new title requiring the President to call and conduct a White House Conference on Indian Education. The Department of the Interior would provide representatives to the conference and participate in a task force charged with planning and conducting the conference. The Assistant Secretary of Indian Affairs

would serve on an advisory committee established to assist and advise the task force.

We strongly object to the calling of such a conference because we disagree with its basic premise which is that the problems we face in Indian education can be assessed and resolved centrally by a select group of policy makers, bureaucrats and "experts" gathered in Washington, DC. We have repeatedly stated our view that the key to improving Indian education lies in decentralizing control of schools to the tribal/local level. Problems in education can best be solved by the educators closest to them, provided they are given the resources to do so. In our view the calling of a White House Conference, however well-meaning the participants, will not result in meaningful improvement in the day-to-day education of Indian children."

The U.S. Department of Education did not comment on the proposed Title V section of S. 1645 in it's letter to the Chairman, Select Committee on Indian Affairs, U.S. Senate, dated November 3, 1987.

In the Senate Select Committee on Indian Affairs Report on the Indian Education Amendments of November 30, 1987 (Report 100-233), it states:

> "The purpose of the White House Conference on Indian Education in Title V of the bill is to focus national attention on Indian education policies and issues, and would provide the opportunity to further develop the idea of a national board as well as to develop other proposals and recommendations for improving educational program for Indian people. The Conference would be the most systematic study of Indian education needs that has ever been undertaken and would provide a constructive forum for bringing about changes in the present system of delivery of education services to Indians. The Conference is patterned after other White House Conferences and will include participants representing all phases of Indian education from both urban and rural areas."

Title V was passed by the Senate (S. 1645) but was not mentioned in the comparable House of Representatives bill (H.R. 5). In the House and Senate joint conference committee the Senate amendment struck out all of the House bill after the enacting clause and inserted a substitute text. The House receded from its disagreement to the admenoment of the Senate with an amendment which is a substitute for the House bill and the Senate amendment. The differences between the House bill, the Senate amendment, and the substitute agreed to in conference are noted.

Below is the text of the joint explanatory statement of the committee of conference regarding Title V - the White House Conference on Indian education:

> "152. The Senate amendment, but not the House bill, includes Congressional findings supporting a White House Conference on Indian Education. The House recedes.
>
> 153. The Senate amendment, but not the House bill, directs the President to call a Conferrence no earlier than September 1, 1989 and no later than September 30, 1991. The purpose of the Conference is to consider the feasibility of establishing an independent Board of Indian Education and to make other recommendations for the improvement of Indian education programs. The House recedes.
>
> 154. The Senate amendment, but not the House bill, sets out the composition of representatives for the Conference, including tribal, B.I.A., education, and other representatives with special expertise. The President, the Speaker and the President pro-tem shall each choose 1/3 of the participants. 1/4 shall be currently active educators from Indian reservations, 1/4 educators from urban areas with large Indian populations, 1/4 Federal and tribal officials, and 1/4 Indians (including non-recognized Tribes). The House recedes.
>
> 155. The Senate amendment, but not the House bill, includes administrative provisions for the Conference, including the assignment of personnel, establishment of a Task Force to coordinate the Conference, choice of a Task Force Director and the provision of Federal cooperation and coordination for support.

The activities of the Task Force are listed, including the provision of grants to States and tribes to allow them to prepare for, and provide for the preparation of, such materials as may be necessary. The House recedes with an amendment clarifying that the appointees must have experience in Indian education programs, not just issues, and stipulating that at least one person appointed by the Secretary of the Interior must be experienced in dealing with the Congress and tribes and outside organizations. This is to facilitate exchanges between all parties interested in this Conference and recognizes the specialized knowledge needed for this task. It is also strongly recommended that the Secretaries choose people who have worked with personnel and programs within the other Department.

156. The Senate amendment, but not the House bill, contains provisions on the report and the recommendations of the Conference, to be submitted to the President, and then transmitted, along with Presidential comment, to Congress. The House recedes.

157. The Senate amendment, but not the House bill, establishes an Advisory Board to assist and advise the Task Force on the conference. The makeup of the Advisory Board is set, with the input of the Indian community and the control of the President, the Speaker and the President pro-tem. Other administrative provisions relating to compensation are set out. The House recedes.

158. The Senate amendment, but not the House bill, authorizes the Task Force to accept gifts for immediate disbursement in support of the conference. The House recedes.

159. The Senate amendment, but not the House bill, authorizes such sums as may be necessary for the conference for FYs 1988, 1989 and 1990. The House recedes."

*(Elementary and Secondary Education-Conference Report to accompany H.R. 5, 100th Congress, Report 100-567, April 13, 1988, pages 419-420.)*

Public Law 100-297 pertaining to the White House Conference was amended several times.

Public Law 100-297 was amended in Public Law 100-427, Section 26, on September 9, 1988 (102 Stat. 1614):

> "(a) COMPOSITION.-- Section 5503(a)(2) of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Inprovement Amendments of 1988 (25 U.S.C. 2001 note) is amended by inserting '(including members of local school boards of schools funded by the Bureau of Indian Affairs)' after 'Indian educational institutions'.
>
> (b) ADVISORY COMMITTEE.-- Section 5506(d) of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (25 U.S.C. 2001 note) is amended by striking out 'travel time'.
>
> (c) GIFTS.-- Section 5507(a) of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (25 U.S.C. 2001 note) is amended by striking out 'Force,' and inserting in lieu thereof 'Force'."

Additional amendments were made to Public Law 100-297 in Public Law 101-301, Section 5(e) on May 24, 1990 (104 Stat. 208):

> "(e)(1) Subsection (b) of section 5504 of Public Law 100-297 (25 U.S.C. 2001, note) is amended--
>
> (A) by inserting 'the Executive Director of the Director of the National Advisory Council on Indian Education and of after 'which shall consist of' in paragraph (1),
>
> (B) by inserting '(but not the Executive Director of the National Advisory Council on Indian Education)' after 'Task Force' in paragraph (3), and
>
> (C) by adding at the end thereof the following new paragraph: '(7) Sums appropriated under the authority of section 5508 shall not be used to pay the salaries of employees of the Department of Interior of the Department of Education

who are assigned as staff to the Task Force; but the salaries of such employees shall be paid out of funds appropriated to the employing Department under the authority of other provisions of law."

(2) Subsection (a) of section 5506 of Public Law 100-297 is amended--

(A) by striking out 'and' at the end of paragraph (5),
(B) by striking out the period at the end of paragraph (6) and inserting in lieu thereof; 'and', and
(C) by adding at the end thereof the following new paragraph:

'the chairman of the National Advisory Council on Indian Education.'

(3) Section 5508 of Public Law 100-297 is amended by striking out '1988, 1989, and 1990' and inserting in lieu thereof '1990, 1991, and 1992'.

Finally, Public Law 100-297 was amended in Public Law 102-27, Title III, Section 306 on April 10, 1991 (105 Stat. 152):

"SEC. 306. (a) Section 5502(a) of title V, part E of Public Law 100-297, is amended to read as follows:

(a) the President shall call and conduct a White House Conference on Indian Education (hereinafter in this part referred to as the 'Conference') which shall be held not earlier than the date which shall be 9 months after the date of the initial meeting of the Advisory Committee established pursuant to section 5506 of this part and not later than 12 months after the date of said meeting.

(b) Section 5506(b) of the title V, part E of Public Law 100-297, is amended by adding the following new sentence: 'The Advisory Committee shall be consulted on, and shall advise the Task Force and the Congress on, all aspects of the Conference and actions which are necessary for the conduct of the Conference."

The amendments made were sigificant changes to Title V of Public Law 100-297. An example of the reasoning for changing the law can best be explained by the example below regarding Public Law 102-27 which was addressed in the Senate Report 102-24, March 14 (legislative day, February 6), 1991:

"The Committee has included a general provision (sec. 306) in the bill which extend the deadline for the President to call and conduct a White House Conference on Indian Education was first authorized in 1988, the act established a deadline of September 30, 1991, for the President to conduct the conference. However, the planning necessary to conduct an effective conference is taking longer than originally anticipated. The Committee, therefore, has recommended extending the date for holding the conference to not later than 12 months after the time the advisory committee meets.

In addition, the Committee is concerned about the fact that significant preconference planning is occurring in the absence of an appointed advisory committee. It was the intent of the Congress when Public Law 100-297 was authorized that the advisory committee was to play a major role in the preconference planning process as well as in the conference itself. The task force, authorized in this same law, was intended to provide staff work. However, in the past few months it has become clear that the task force is carrying out the role intended for the advisory committee. While the Committee recognizes that certain preconference work should begin and not be delayed until after the advisory committee is appointed, the Committee believes that policy direction and guidance governing the preconference planning process should rest with the advisory committee. The Committee has included language in the bill which requires the advisory committee to be consulted on all actions taken to conduct the conference (page 61).

Throughout the history of the legislation of the White House Conference, the House bill and committees were silent with respect to the establishment on the White House Conference on Indian Education. The Senate introduced also did not have a provision for a White House Conference. Such a provision was added as an amendment when the Senate Select Indian Committee ordered it reported S. 1645. The

Conference Committee on H.R. 5 resolved the differences in the House and Senate Indian education legislation that was incorporated in the omnibus bill, in which the House agreed to the White House Conference with further modifications.

The legislative purpose of the White House Conference on Indian Education has been to develop recommendations to improve and make relevent educational programs based on the needs of American Indians. The original rational was premise on the need to implement a strategy for American Indian leadership to take on an empowerment role in regards to policy making in the education of American Indian children (S. Hrg. 100-429, Pt. 2, pages 94-98).

## Implementation Of The Act

An initial planning meeting was held on April 16, 1990, with representatives from the Administration, Congress, the Departments and agencies. The representatives discussed issues, projected activities and appointments, and reviewed the background of the law pertaining to the White House Conference on Indian Education. The group decided to meet at a later date.

An Interagency meeting was held on August 9, 1990, to begin the coordination process between representatives of the Administration, the Congress, the Departments and agencies involved. Dr. Ed Sontag, Office of the Assistant Secretary of Indian Affairs, Department of the Interior, was appointed by the Secretaries of the Interior and Education as the interim Director of the Task Force so that inital planning could take place.

Dr. Jim Martin, Office of Indian Education Programs, Bureau of Indian Affairs was also appointed to assist in the initial efforts. During this meeting several items were discussed: the statutory language and appropriations; office space; relationship to the Indian Nations At Risk Study of the Department of Education; previous White House Conferences; and a development of a Task Force action plan. Assignments were made to provide further information. The group met again on August 20, 1990, to get an update of current assignments; to begin to review possible options for pre-conference activities based on prior White House Conferences; and to review action on administrative and budget matters related to the Task Force.

In September 1990, Dr. Benjamin Atencio, Office of Indian Education Programs, Bureau of Indian Affairs, was appointed to the Task Force from the Department of the Interior. Dr. Sontag and Dr. Atencio immediately begin to work with Department of the Interior staff in establishing the Task Force office and other administrative tasks, developing strategies to accomplish the purpose of the legislation and developing schedules to meet the legislative mandated timeline.

Because appointments for an Advisory Committee had not been determined during this critical period, an interagency governance group met several times during September 1990 through March 1991. The interagency governance group to provide support and assistance as well as oversight. Perhaps the most important result of this group was the communication and coordination that took place between the Department of the Interior and Department of Education representatives.

Quarterly reports were made in response to United States Senate Report 101-411 to fulfill the reporting requirement regarding the appropriation of funds for the White House Conference on Indian Education. The United States Congress appropriated a total of $993,000, in no-year funding to the Office of Administration for the Conference. The Interagency Task Force on the White House Conference on Indian Education, consisting of staff from the Department of the Interior and the Department of Education with guidance from the White House Office of Intergovernmental Affairs and financial management support from the Office of Administration, was the organization charged with planning and conducting the Conference. The major highlights below were presented in the quarterly reports. These highlights will give the progression of accomplishments achieved in reaching the Conference.

The Task Force worked hard to develop a process for a successful White House Conference in September 1991, and established timelines to meet the September goal. Until the appointment of the full Advisory Committee, an interagency governance group provided direction on major activities. The purpose of the meetings was to discuss direction, to record data for reporting requirements and to plan pre-conference activities.

The Task Force met with American Indian and Alaska Native representatives on a state-wide basis. In the state-wide meetings, the Task Force requested the formulation of planning/steering committees to begin the process of gathering and communicating pre-conference activities. The importance of this process was to assure local input as well as ownership of state-wide pre-conference activities. The target groups were those States which have large concentrations of American Indians.

A major document on the Conference was mailed to approximately four thousand places throughout the United States which included tribal leaders, educators, and organizations. The 24 page document titled, It's Time To Build Indian Education Through The White House Conference On Indian Education. This document was mailed during November 1990.

The Task Force emphasized in the written materials that Indian and Alaska Native people have repeatedly provided testimony on education issues to various groups and that this information would be utilized in the planning of the Conference. Prior studies including work of the Indian Nations At Risk Task Force, recommendations of the National Indian Advisory Council on Indian Education, and reports of consultations and studies by the Bureau of Indian Affairs and others would be examined as the beginning point of the White House Conference on Indian Education.

In the Task Force discussions with various State groups. The framework presented considered four major areas of consideration for which the issues and recommendations could be grouped. The areas included: National Goals for Education; Other Studies and Recommendations; Legislative Changes and Other Recommendations.

These planning/steering committees were used as the primary communication link to Indians within each of the targeted States. By Febuary 1991, planning/steering committees had been formulated in Arizona and New Mexico. More state-wide steering committees were formed as the Task Force met with American Indian people through state-wide meetings.

The members of the Task Force attended meetings of various national Indian education organizations including the National Indian Education Association, the Coalition for Indian Education, the National Congress of American Indians, and the Navajo Area School Board Association. The Task Force members also conducted informal meetings with urban Indian leaders in selected cities, including Boston, Oklahoma City, Syracuse, Minneapolis/St. Paul, Denver, Seattle, Oakland/Bay Area, Anchorage, Chicago, and Los Angeles.

These initial meetings were for the purpose of reviewing the White House Conference on Indian Education legislation, updating participants on the planning of the Conference, and discussing the scope of the national Conference. The urban Indian meetings included discussion of urban Indian involvement in the Conference and recommendations to improve learning situations of urban Indian adults and children.

Other important activities included an extensive search for possible Conference sites. Task Force members had been meeting and discussing details of this undertaking. Also, the Task Force began a detailed review of the process for contracting and consulting services, to assist the Task Force through the provision of commission papers and other services. As the Task Force moved closer to the White House Conference on Indian Education in September, the Task Force continued to keep the Congress informed of Conference activities.

Waldo "Buck" Martin was named the permanent Director of the Task Force in March 1991. On April 7, 1991, the President named nine members of the Advisory Committee. The first Advisory Committee meeting was held on April 17, 1991. P.L. 102-27 amended P.L. 100-297 extending the date for the President to call and conduct a White House Conference on Indian Education to not later than 12 months after the time the Advisory Committee meets.

The President called the Conference to be held on January 22-24, 1992.

In the state-wide and regional meetings, the Task Force helped the formulation of planning/steering committee efforts to immediately began the process of communicating pre-conference activities across their States. The importance of this process was to assure local input as well as ownership of state-wide and regional pre-conference activities. The target groups were those States which have large concentrations of American Indians. This effort continues to be a major Task Force activity.

The planning/steering committee was used as the primary communication link to Indians in states and regions. By early April 1991, planning/steering committees had been formulated in Arizona, New Mexico, Oklahoma and North Dakota. More state-wide and regional committees were formed as the Task Force met with American Indian people state-by-state.

Another area of development included developing alternative ideas for process in selection of Delegates and numerous other activities.

On June 3, 1991, the Advisory Committee reconvened in a conference room in the Department of Education. Several recommendations were made to the Task Force before the Advisory Committee adjourned on June 4, 1991.

The following major items were addressed:

- Ross Swimmer was elected Chairperson of the Advisory Committee.
- Chairperson of Conference was tabled and nominations were accepted.
- Formulation of subcommittees to provide guidance.
- Status report on State Steering Committee efforts - 21 committees formed.
- Telecommunications for the national conference.
- Presentations of State recommendations at the National Indian Education Association annual conference on October 26-30, 1991.
- Selection of conference site.
- Status of Indian Nations-At-Risk Report.
- Recommendation on participant selection and the number of delegates.
- Commission paper topics and research were discussed and tabled.

The second Advisory Committee was held July 18-19, 1991, in Denver, Colorado.

The Task Force continued to meet with American Indian representatives on a state-wide basis. The Task Force continued to provide technical assistance in setting state-wide pre-conferences. The importance of the process continued to be to assure local input as well as ownership. The target groups continued to be those States which have large concentrations of American Indians. Several follow-up activities took place including telephone calls, conference calls, fax of materials and site visits. The effort continued to be to inform people about the Conference by attending major conferences and making presentations.

As of that period 25 state-wide steering committees were represented by a contact person. Those individuals were informed of a Memorandum of Agreement under which funds could be sent to them for purposes of conducting pre-conference activities.

Letters requesting support and providing updated information were sent to State Governors, Federally Recognized Tribal Officials, Steering Committees, and Cabinet Secretaries.

The Task Force conducted three interagency meetings in an effort to inform and involve other agencies. Staff from several Departments participated and prepared program information. Some interagency involvement took place during the Advisory Committee subcommittee meetings.

The purpose of the Advisory Committee subcommittees was to provide guidance for the development of recommendations by participants of preconference meetings. Each of the subcommittees was responsible for framing guidance questions to address the purpose of the legislation, the framework itself and recommendations of other national efforts.

It was made clear to State contacts that the strategy of carefully framing questions to guide responses was not an effort to intentionally lead participants on a pre-determined agenda or outcomes which Congress or the President would like to implement. The intent was to assure that clear and decisive responses could be made with responsible recommendations. Four committee were developed: national Board of Indian education; Federal Indian Education law and regulations; national goals for Indian education; and other federal policies that affect Indian children.

Negotiations continued to take place in planning for the upcoming October activity before the National Indian Education Association Conference. State steering committees continued to meet and form actions for pre-conference activities Also, continued negotiations with the recommended conference site hotel was still underway.

Activities grew as the Task Force moved closer to the White House Conference on Indian Education on January 22-24, 1992.

On September 23-24, 1991 Advisory Committee meeting was held in Seattle, Washington.

The Events Planning Committee had selected the site of conference. The Ramada Renaissance Techworld provided the proper amount of meeting space as well as hotel sleeping rooms for the White House Conference and could be arranged.

There were 29 State and regional steering committee contacts at that time and which were instrumental in planning State pre-conference activities and developing state reports to be used as a basis for the work of the White House Conference's Washington, D.C. meeting. The State Reports were being sent to the Task Force as well as the nominations for the Delegates to the Washington, D.C. Conference with other material. Most state conferences had been attended by at least one Advisory Committee member or the Director of the Task Force.

A letter outlining the procedures that were used in the selection of state nominated Delegates was sent out to all state, regional, and tribal contacts. Letters to President and Mrs. Bush and principal cabinet secretaries of the Interior and Education were sent inviting their participation in the January 22-24, 1992, meeting in Washington.

One co-chair of the Conference was to be selected at the Advisory Committee Meeting in Omaha, Nebraska, October 25-26, 1991.

The final amount of $246,500 was transferred from the Department of Education and the amount was applied to the Task Force's budget. This provided for the complete amount of funding for this Conference.

Issue papers were also drafted using the five topics outlined by the Advisory Committee. These documents were prepared to help facilitate further discussion on issues as participants develop recommendations in Pre-Conference activities. Each issue was presented on a single page. The information highlighted the background on identified critical Indian Education issues, the reason, support data, resource data, resource people alternatives and recommended action.

October 25-26, 1991, Advisory Committee Meeting held in Omaha, Nebraska.

November 21-22, 1991, Advisory Committee Meeting held in Albuquerque, New Mexico.

January 21, 1992, Advisory Committee Meeting held in Washington, D.C.

During each of the Advisory Committee meetings several adjustments were made to better address approaches to the development of making recommendations. The highlights of the Omaha Advisory Committee Meeting were hearing reports of State representative on State pre-conferences and development of recommendations through breakout sessions. The findings of this activity were reported in Advisory Committee Breakout Sessions.

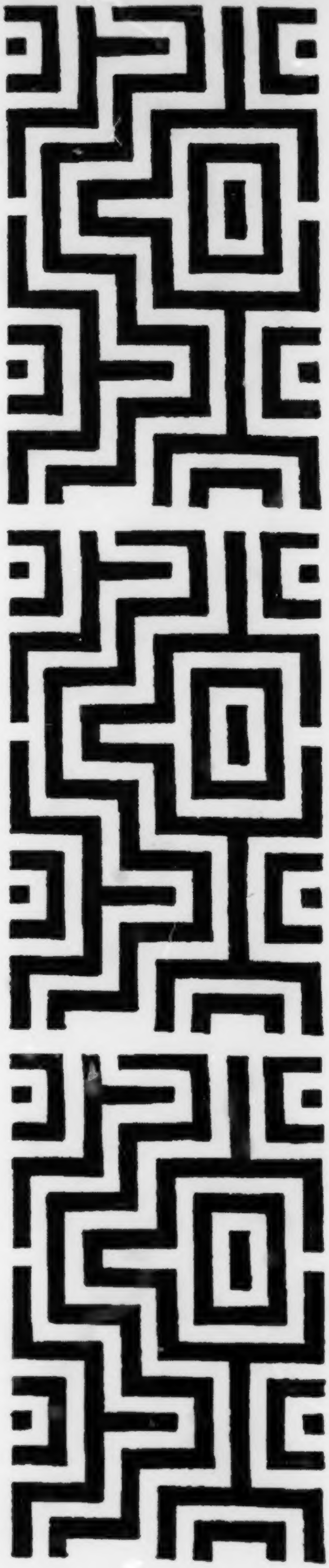
The highlight of the Albuquerque Advisory Committee meeting was finalizing the preparations for the Conference and reviewing the Pre-Conference Summary Report booklet, and the National Indian Education Recommendations booklet.

As the result of the Albuquerque meeting the Pre-Conference Summary Report was developed into the Pre-Conference Recommendations.

At the Conference, many people from several agencies participated at the Conference. The Conference facilitator, resource people, administrative assistants and recorders came from the Department of the Interior, Bureau of Indian Affairs, Office of Indian Education Programs, The Department of Education, Office of Indian Education, Department of Health and Human Services, Indian Health Services, Administration for children and families, Department of Agriculture Forest Service Facilitation Management, National Indian Education Association, Native American Rights Funds and other organizations. Participants came from many states of the Union. They included educators, tribal leaders, elected officials, parents and students.

Although the President of the United States was unable to attend, he was represented by Ms. Debra Anderson, Assistant to the President and Director of the Intergovernmental Affairs Office, White House, Secretary of the Interior, Honorable Manuel Lujan Jr., Secretary of Education, Honorable Lamar Alexander and Secretary of Energy, Honorable James D. Watkins. As a result over 300 pages of resolutions and plans of action were adopted on January 24, 1992 in the delegate resolution assembly. The Task Force abbreviated these resolutions into a document which was sent to Delegates, tribal leaders and others during February 1992. The document was titled: Summary of Resolutions.

In accordance with P.L. 100-297, Part E., Section 505, a Conference Final Report containing the findings and recommendations will be submitted to the President no later then 120 days following the close of the Conference.



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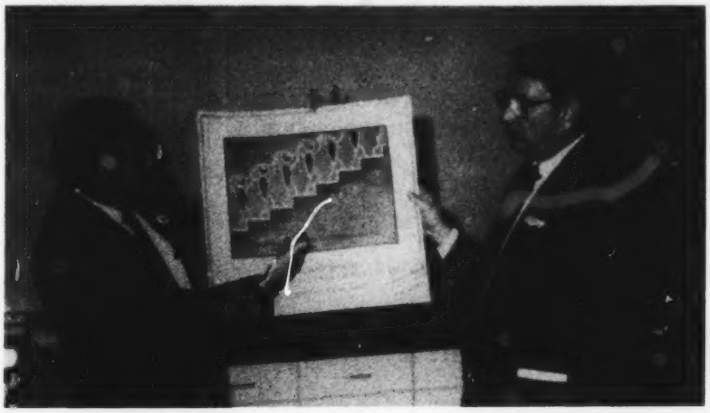
# PRE-CONFERENCE ACTIVITIES

## CHAPTER TWO

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

# Pre-Conference Activities

## Advisory Committee Roles & Responsibilities



The White House Conference on Indian Education Advisory Committee was composed of 24 individuals, who were selected for their expertise and efforts on behalf of Indian education. Five individuals were designated by the President pro tempore of the Senate; and ten individuals were appointed by the President. The enabling statute also directed the designation of specific appointments: the Assistant Secretary for Indian Affairs of the Interior or his delegate; the Director of the Task Force and the Chairman of the National Advisory Council on Indian Education. [Refer to P.L. 100-297, Part E, Section 5506]

The purpose of the Advisory Committee was to assist and advise the Task Force in planning and conducting the Conference. Their purpose was also identified in Public Law 102-27. It was the intent of the Congress, when Public Law 100-297 was enacted, that the Advisory Committee was to play a major role in the preconference planning process. The policy direction and guidance governing the preconference planning process was to ultimately rest with the Advisory Committee.

On November 2, 1990, a notice was placed in the Federal Register calling for nominations to the Advisory Committee for the White House Conference on Indian Education. This notice was inserted by both the Secretary of the Interior and the Secretary of Education.

On April 2, 1991 the President announced the names of nine of the ten presidential appointments: Ross Swimmer of Oklahoma; Sandra Gjelde of Oregon; Frank Ryan of Maryland; Jay O. Stovall of Montana; Rosa Revel Winfree of North Carolina; Floyd R. Correa of New Mexico; Sandi Cornelius of Wisconsin; Manning Osceola of Florida and Laraine Glenn of Alaska.

On April 12, 1991, the Charter for the White House Conference on Indian Education Advisory Committee was filed, in accord with the Federal Advisory Committee Act.

The first Advisory Committee meeting was held on April 17, 1991. This meeting included, Ed Brown, Assistant Secretary for Indian Affairs, John MacDonald, Assistant Secretary for Elementary and Secondary Education representing the Secretary of Education; Eddie L. Tullis, Chairman of the National Advisory Council on Indian Education and the Director of the Task Force, Buck Martin. These individuals were the statutorily directed appointees.

On April 25, 1991, the president pro tempore of the Senate appointed Senator Daniel Inouye from Hawaii, Lionel Bordeaux of South Dakota; Dr. Robert J. Swan of Montana; and on May 15, 1991, Bob Chiago of Arizona and Bob Martin of Kansas were appointed.

On April 25, 1991, the Speaker of the House appointed Don Barlow of Washington; Congressman Bill Barrett from Nebraska; Congressman Ben Nighthorse Campbell from Colorado; Kathryn D. Manuelito of New Mexico and Dr. Joseph Martin of Arizona. The President later appointed Laurence Gishey of Arizona. This 24 member group comprised the Advisory Committee.

This appointment process was important and instrumental in ensuring that members of the Advisory Committee were broadly representative of all Indians of the United States.

The Advisory Committee elected Ross Swimmer as its Chairman during the June 1991 meeting. This Advisory Committee meeting also provided direction and policy discussions which laid the foundation for planning the conference and preconference activities.

Resultant decisions by the Advisory Committee included the formulation of subcommittees to review and develop issues and topic areas, and drafting of the structure and agenda, along with numerous administrative decisions.

# State Steering Committees of the White House Conference on Indian Education

## Roles and Responsibilities

The White House Conference on Indian Education was national in scope. It recognized that each region of America is different from the other, with differing values and priorities. The needs of rural communities differ greatly from those in urban communities. American Indian communities are no different except, perhaps, more diverse in languages and cultures. However, aside from these differences, one element of commonality exists, that is the desire to continue to improve the living standards of all Americans. This goal is enhanced by keeping the rich resources of language and culture of the diverse heritage in America at the forefront of such efforts.

To address these many needs, some in conflict or competition with one another, was a tremendous task that required the intense involvement and understanding of members within each Indian community. Each community needed to discuss and reflect upon its own strengths and directions. Each community needed to view other communities with understanding, because often times they took different directions to achieve similar goals.

The White House Conference on Indian Education was a national undertaking which required a great deal of communication within and amongst tribal communities and organizations at the local, state and national levels. The Task Force believed that if anything meaningful was to develop, that the local communities would have to take the lead role and state its needs through its own process. The responsibility of the Task Force was to coordinate all local activities, so that they would be timely and articulate of the needs of Indian people. It was determined that the planning and organizing efforts should be done at the local and the state-wide level. This major planning effort was accomplished. State Steering Committees were formed in those States which contained large concentrations of American Indians. They met regularly, provided assistance and made commitments to develop State-wide activities. Several States, including New Mexico, Arizona, Oklahoma and North Dakota, had formed committees by February of 1991. While not an easy task, each committee directed its full attention to identifying improvements in Indian education for the benefit of Indian people, for the present and in the future.

Each State Steering Committee included a broad cross-section of representation from all segments of the Indian population within the State. The representative group included tribal leadership, Bureau of Indian Affairs school officials, State Indian Education Departments and other Public School officials, Indian education organization representatives, higher education members, Title V, JOM, Parent Advisory Committee representatives, as well as others interested in this activity.

In order to facilitate effective communication between state efforts and the coordination of the Task Force, the State-wide committees needed to decided on a contact person. This State contact was the person whom the Task Force communicated directly with on the progress of the Conference, coordination of activities and other matters.

The State contact was the communication link for the State Steering Committee to the Task Force. The State Steering Committee was the communication link to the local communities. It was extremely important for State-wide Planning Steering Committee representatives to take a highly active role. It was these representatives who generated the effectiveness of the overall White House Conference on Indian Education by motivating Indian people in the local communities to participate and input their concerns and ideas.

Although, many State Steering Committees were formed late in 1990 and early in 1991, most developed without any funds available to them. All efforts were supported by local resources until June, 1991. In June 1991, Memorandum of Agreements (MOA) were made available from the Task Force/Department of the Interior to each State Steering Committee to provide them technical and financial assistance. These MOAs enabled them to organize and conduct conferences and other meetings in order to prepare for the White House Conference on Indian Education.

Under each MOA, the State Steering Committee Contact person was responsible for their State activities related to the overall planning, organizing and meeting that helped prepare and finalize their recommendations to the Conference. The State Steering Committee Contact person was also responsible for all the reporting requirements under this MOA.

Decisions regarding required activities under this MOA were made by the State Steering Committee and carried out by the State Steering Committee Contact person. The primary purpose of these committees was to make recommendations to the Conference.

It was also proposed and adopted that other elements be included under the MOA. These included: (1) Planning of meetings/teleconferencing; (2) State conferences and regional conferences; (3) Follow-up work sessions to prepare reports and plan for the Conference; and (4) Presentation and participation at the Conference.

These activities were performed, when and how the Steering Committee determined them to be necessary.

The reporting requirements included a performance report and a final report. Specifically:

1. Information summarizing a comparison of actual accomplishments to the objectives established for the period covered by the report. Also a financial report of expenditures, a listing and narrative of all activities of the State Steering Committee from formulation of the committee through January 25, 1992.
2. A Final State Report with those recommendations and educational information areas determined to be important and relevant to the improvement of Indian Education at the local, State and national levels.
3. Responsibilities of the Task Force and Advisory Board included the provision of technical assistance and guidance in the preparation of the final report.

As a result of these efforts 30 State, Regional and tribal reports were accomplished under the Memorandum of Agreements. Several Steering Committees have formed permanent committees, such the Nevada State Indian Education Committee. Many States involved with the White House Conference on Indian Education had post-conference activities to review the conference and conference-adopted resolutions, as well as to take a closer look at their individual State reports and recommendations for implementation purposes.

Most individuals viewed the White House Conference on Indian Education as a continuous and dynamic process. This view is reflected in the adopted resolutions and plans of action.

The individuals who worked on the State Steering Committees were effective in their process to develop local recommendations. The State Steering Committees accomplished their purpose and the Task Force recognizes their serious efforts to continue to address and follow-up on State recommendations.

# Delegate Selection

The process to determine Delegates to the Conference was not an easy process because the Public Law 100-297 mandated certain criteria to address concerns of the tribal leaders, Indian organizations, Congress and the Administration, and also to assure that all American Indians were represented.

Public Law 100-297, Section 5503,as amended, mandated that the composition of the conference would include representatives of the Bureau of Indian Affairs of the Department of the Interior; representatives of Indian educational institutions (including members of local school boards of school funded by the Bureau of Indian Affairs), public schools, agencies, organizations and associations that deal with the education of Indians; educators from reservations and urban area where Indians make up a substantial portion of the student population; and individuals with special knowledge of, and special competence in dealing with, Indians and Indian problems, including education and health.

The law mandated the President to select one-third of the participants (Delegates), the Speaker of the House of Representatives to select one-third of the participants (Delegates), and the President pro tempore of the Senate to select the remaining one-third of the participants (Delegates).

To ensure distribution of participants the law also mandated that, in selection of participants of the Conference, the President, the Speaker of the House of Representatives, and the President pro tempore of the Senate would select participants in accordance to the following criteria:

"(1) One-fourth of the participants are individuals who are currently active educators on Indian reservations;

(2) One-fourth of the participants are educators selected from urban areas with large concentrations of Indians;

(3) One-fourth of the participants are individuals who are Federal and tribal government officials; and

(4) One-fourth of the participants are Indians, including members of Indian tribes that are not recognized by the Federal government."

## Evolution

With these mandates from Public Law 100-297 several optional approaches were developed for consideration. The primary consideration by the Advisory Committee and Task Force was that Indian people through their State activities would play a role in helping to determine nominations of Delegates.

The state steering committee contacts were asked to review how state activities could be involved in the conference participant selection process. A document titled, "Conference Participant Selection" described a recommendation made by the White House Conference on Indian Education (WHCIE) Advisory Committee to the three appointing authorities (President, Speaker of the House and President Pro-Tempore of the Senate), and a reasonable and responsible method of selecting conference participants that met the requirements of the legislation creating the conference.

The recommended selection process described below indicates how it was implemented:

1. Delegates were appointed by the three appointing authorities, each appointing one-third of the total of participants.

2. The total number of appointed participants was 234, this number was based upon available funds. The Delegates travel costs were borne by the Conference budget. Of this number, 165 were apportioned on the basis of Indian population nationwide; 24 members of the Advisory Committee; and 45 additional persons determined by the appointingauthorities. Provisions for alternates was discussed.

Based on further exploration of this idea, it was determined by legal counsel for the three appointing authorities that it would be inappropriate to initiate an alternate delegate selection mechanism. The statutory authority for the conference authorizes the appointment of delegates by the appointing authorities only and did not provide for any alternate delegate selection. In the absence of specific language directing that such a process be implemented it was decided by the appointing authorities not to pursue establishing such a mechanism.

3. States, through their Pre-White House Conference on Indian Education activities, nominated participants to the three appointing authorities for appointment as conference participants through the Task Force. Each State nominated the number of participants identified on a Nomination Guide matrix. They were to nominate individuals to fit in the appropriate categories. Representatives of the three appoin ting authorities were briefed on the recommendation of the Advisory Committee. They did not disagree with the total number of participants, but they did point out that the selection of delegates remained the prerogative of each.

The process outlined for States to nominate delegates for consideration is presented below. The process of selecting nominations used by the States seemed to work well. Only in a few situations, did some States not follow the process exactly as presented.

# WHITE HOUSE CONFERENCE ON INDIAN EDUCATION

## DELEGATE NOMINATION FORM

**Nominee's Information**

**Name:** ______________________________ **Telephone(W):** ______________

**Address:** ____________________________ **Telephone(H):** ______________

**City and State:** ___________________ **Zip Code:** _______ **Fax #:** __________

**Social Security Number:** ____________________________________________

**Tribal Affiliations:** _______________________________________________

**Nomination Category**

The White House Conference on Indian Education (**WHCIE**) participants will be appointed by the President, the President Pro Tempore of the Senate and the Speaker of the House. Public Law 100-297 mandates that these three appointing authorities make their selection in such a way that will ensure that one-fourth of the participants are selected from each of the categories as listed below. Each nominee must be nominated from one category.

Delegates will be selected from four categories as listed below. Each nominee must be nominated from one category only. Please place an ``X'' in the box next to the category appropriate for this candidate.

☐ The nominee is an active educator on an Indian reservation.

☐ The nominee is an educator employed in an urban area with a large concentration of Indians.

☐ The nominee is a tribal or federal government official in state.

☐ The nominee is an American Indian resident of state who is or is not a member of a federally recognized tribe. **[P.L. 100-297, Section 5503 (c)]**

# WHITE HOUSE CONFERENCE ON INDIAN EDUCATION

## NOMINATION FORM

**Resume**

Please submit the nominee's resume. This application will not be considered complete without this resume.

**Photography**

A black and white glossy photograph (passport size) of the candidate must be included with this nomination form.

**State Nominator's Information**

The following information will be needed if it becomes necessary for the appointing authorities or Task Force to seek further information about the nominee.

State Nominator's Name: ____________________ Telephone (W): ________________

Address: __________________________________ Telephone (H): ________________

City: _____________________________________ Zip Code: _____ Fax# __________

If member of a tribe/Tribal Affiliation: ________________________________________

MAIL TO:

TO: WHITE HOUSE CONFERENCE ON INDIAN EDUCATION
UNITED STATES DEPARTMENT OF THE INTERIOR
1849 C STREET, N.W. MS 7026 - MIB
WASHINGTON, D.C. 20240

**NOTE: The completed nomination must be delivered by hand or mail no later than 3:00 p.m. (EST) on Monday September 30, 1991, unless your pre-conference activity is taking place after this date.**

# Nomination Guide

Representation under this nomination guide should reflect state-wide representation:

| STATE | No. of Delegates | No. of Nominations | # of Active Educators on Indian Reservation | # of Educators selected from urban Areas | Federal Tribal Government Official | Indians and members of non Federal Recognz. Tribes |
|---|---|---|---|---|---|---|
| Alabama | 1 | 4 | | | | |
| Alaska | 7 | 11 | | | | |
| Arizona | 17 | 26 | | | | |
| California | 20 | 30 | | | | |
| Colorado | 2 | 5 | | | | |
| Florida | 3 | 6 | | | | |
| Idaho | 1 | 4 | | | | |
| Kansas | 2 | 5 | | | | |
| Michigan | 5 | 10 | | | | |
| Minnesota | 4 | 7 | | | | |
| Montana | 4 | 7 | | | | |
| Nebraska | 1 | 4 | | | | |
| Nevada | 2 | 5 | | | | |
| New Mexico | 11 | 17 | | | | |
| New York | 5 | 10 | | | | |
| North Carolina | 7 | 11 | | | | |
| North Dakota | 2 | 5 | | | | |
| Oklahoma | 21 | 32 | | | | |
| Oregon | 3 | 6 | | | | |
| South Dakota | 4 | 7 | | | | |
| Texas | 5 | 10 | | | | |
| Utah | 2 | 5 | | | | |
| Washington | 7 | 11 | | | | |
| Wisconsin | 3 | 6 | | | | |
| Wyoming | 1 | 4 | | | | |
| Total | 140 | 248 | | | | |

# Nomination Guide

| STATE | No. of Delegates | No. of Nominations | # of Active Educators on Indian Reservation | # of Educators selected from urban Areas | Federal Tribal Government Official | Indians and members of non Federal Recognz. Tribes |
|---|---|---|---|---|---|---|
| Arkansas | 1 | 4 | | | | |
| Connecticut | 5 | 4 | | | | |
| Delaware | 3 | 4 | | | | |
| District of Columbia | 3 | 4 | | | | |
| Georgia | 1 | 4 | | | | |
| Hawaii | 1 | 4 | | | | |
| Illinois | 2 | 5 | | | | |
| Indiana | 1 | 4 | | | | |
| Iowa | 1 | 4 | | | | |
| Kentucky | 5 | 4 | | | | |
| Louisiana | 2 | 5 | | | | |
| Maine | 4 | 4 | | | | |
| Maryland | 1 | 4 | | | | |
| Massachusetts | 1 | 4 | | | | |
| Mississippi | 1 | 4 | | | | |
| Missouri | 2 | 5 | | | | |
| New Hampshire | 3 | 4 | | | | |
| New Jersey | 1 | 4 | | | | |
| Ohio | 2 | 5 | | | | |
| Pennsylvania | 1 | 4 | | | | |
| Rhode Island | 5 | 4 | | | | |
| S. Carolina | 1 | 4 | | | | |
| Tennessee | 1 | 4 | | | | |
| Vermont | 3 | 4 | | | | |
| Virginia | 1 | 4 | | | | |
| West Virginia | 5 | 4 | | | | |
| Subtotal | 25 | 108 | | | | |
| Subtotal First Page | 140 | 248 | | | | |
| Grand Total | 165 | 356 | | | | |

165 total Delegates will be appointed by this process or 41 Delegates per category except 42 for one category.

The role and responsibilities of the Delegates was to give direction regarding the purpose of the White House Conference on Indian Education:

(1) Explore the feasibility of establishing an independent Board of Indian Education that would assume responsibility for all existing Federal programs relating to the education of Indians, and (2) develop recommendations for the improvement of educational programs to make the programs more relevant to the needs of Indians, in accordance with the findings set forth in section 5501.

# Delegate Role and Responsibilities

The role and responsibilities of the Delegates was to give direction regarding the purpose of the White House Conference on Indian Education: (1) Explore the feasibility of establishing an independent Board of Indian Education that would assume responsibility for all existing Federal programs relating to the education of Indians, and (2) develop recommendations for the improvement of educational programs to make the programs more relevant to the needs of Indians, in accordance with the findings set forth in section 5501.

# Conference Structure and Goals

The purpose of the White House Conference on Indian Education was to develop recommendations for the improvement of educational programs to make the programs more relevant to the needs of Indians. As simple as this purpose is stated the difficulty of developing recommendations which are answerable and accountable to Indians in rural and urban situations as well as Indians Federally recognized and Indians not Federally recognized has not been an easy task. The Advisory Committee of the White House Conference on Indian Education developed and adopted guiding principles from which conference action could be based.

## WHITE HOUSE CONFERENCE ON INDIAN EDUCATION

### Guiding Principles

There must be significant changes in the education of American Indians and Alaska Natives before quality education can be realized nationally. The changes must be action oriented, innovative, community and tribally based, with those in control and responsible held accountable for providing quality education.

**Responsibility and Accountability**

- The United States has a responsibility to assist American Indian tribes and communities in preserving and protecting the unique cultures and languages of American Indians.
- Local, tribal, state, and national responsibilities in the education of American Indians be based on the unique status Indian nations have with the Federal and State governments.
- Schools including colleges and universities, must provide enriching curricula, quality teachers, and other assistance that allow for a student's personal best in academic, physical, social, cultural, psychological, and spiritual development.
- Federal, tribal and State government agencies must strengthen their roles as partners in providing quality service to schools and other local programs that educate American Indian youth and adults.

**Change and Quality Improvement**

- To go beyond recommendations by developing strategies and reforms that result in changes that provide equal educational opportunity and improve the quality of education in all schools that serve American Indian students.
- Innovation, new thinking, and research data guide the formation of recommendations and strategies for implementation.
- Strategies be planned, flexible, and broad in perspective to account for tribal diversity, local needs and relationships between educational, social, economic, political, and health factors.
- Strategies be planned that take account advantage of changes in the United States and world societies.

**Commitment and Involvement**

- True change will require commitment and meaningful involvement and consultation with all parties affected, e.g. both public and private sectors, including parents, school officials, tribal, State, and community leaders.
- Schools, colleges, and universities cannot educate American Indian students alone. Collaboration and partnerships must be developed between schools, public and private sectors, including parents, community, tribal, state and federal officials.
- Change be based on local community and tribal involvement.

- All members of the community, both youth and adults, are life long learners and can be considered students.

The guiding principles were very important in helping to shape the activities and providing the direction of the Conference.

As pre-conference activities were completed and State pre-conference reports were submitted. The Task Force compiled and reviewed the State recommendations. In the process to develop the pre-conference recommendations from the State Reports for the national Conference, the State recommendations were placed into categories which were designed to cover all topic areas identified in the State Reports during the conference with the intent to help facilitate the development of plans of action, provide clear implementation guidance, and to ensure that all of the State recommendations received Delegate consideration. The categories for each of the topic areas were: student needs; family needs; community/tribe needs; educational institution, state, Federal and other issues. The universe of needs and opportunities diagram (figure 1, page 48) illustrates the model upon which the Conference was structured. The approach used was a holistic approach which allowed for areas affecting student outcomes to be included such as housing issues, health issues, and transportation issues.

Another important factor in developing recommendations was the adoption of the conference rules to govern the order and the adoption of the Conference resolutions and plans of action.

The Final Adopted Rules are presented below:

## FINAL ADOPTED RULES

AGENCY: White House Conference on Indian Education

ACTION: Adopted Rules

SUMMARY: These Rules will govern the process and procedures for the White House Conference on Indian Education, January 22-24, 1992.

EFFECTIVE: January 22, 1992, upon adoption by the White House Conference Delegates

### Section 1. Definitions

The following are definitions of terms, in alphabetical order, used in the Rules of the White House Conference on Indian Education authorized by Public Law (P.L.) 100-297, April 28, 1988, as amended.

1.1 Act.
"Act" means P. L. 100-297 as amended.

1.2 Advisory Committee.
"Advisory Committee" means the committee of the White House Conference on Indian Education which assists and advises the Task Force in planning and conducting the White House Conference on Indian Education in accordance with P. L. 100-297, as amended.

1.3 Conference.
"Conference" means the White House Conference on Indian Education to be organized and convened in accordance with P. L. 100-297, as amended.

1.4 Conference Committee.
"Conference Committee" means the committee composed of the Director of the Task Force, the Chair of the Advisory Committee, the Co-Chairs of the Conference, the Task Force, members of the Advisory Committee appointed by the Chair of the Advisory Committee (Events Planning Committee) and others determined by the Director of the Task Force. These persons shall assign the conference participants to committees or group sessions deemed necessary to assist orderly function of the Conference. Delegates will be requested to signify preference of choice to work sessions, however the Conference Committee or designee will make assignments as necessary. Members of the Conference Committee have the right to speak in performance of their specified duties at all sessions.

1.5 Conference Participants.
"Conference Participants" means those individuals listed below:

(a) "Delegates" are individuals appointed in accordance to P.L. 100-297, as amended. Only Delegates have the rights to vote and make motions on plans for action at all sessions of the Conference. Delegate responsibilities include: (1) Commit full time to attend all sessions during the conference; (2) Attend all sessions where voting will or may take place; and (3) to the extent possible participate in all White House Conference activities.

(b) Conference Observers:

"Conference Observers" means those individuals listed below who do not have voting rights. The registration fee policy for all observers will be determined by the Conference Committee or designee.

(1) "Observers" means those individuals who have no official function or role at the Conference but attend the Conference and have registered as observers.

(2) Observers may have voice privileges at all Conference sessions other than plenary sessions only when recognized by the Chair of the Session or Facilitator. Such voice privilege may be subject to time limitations imposed by the Chair of the Session or Facilitator and by the physical limitation of the meeting room.

(c) "Chair of the Session" means those individuals selected by the Conference Committee who will chair sessions where deliberations and/or voting will occur.

(d) "Resource Persons" means individuals assigned to assist group sessions, appropriate committees and the Conference Committee in preparation for conducting and planning the Conference, its reports and recommendations prepared for Delegate consideration and action.

(e) "Facilitator" means those individuals who have been invited to assist the Delegates in their Group Sessions. These individuals have agreed to participate in special training for facilitating the work of the delegates.

(f) "Parliamentarian" means those individuals who are charged with assisting the "Chair of the Session" with parliamentary procedure. These individuals are selected by the Conference Committee.

(g) "Plans of Action" means specific strategies implementing recommendations.

(h) "Recorders" means those individuals who have been assigned by the Conference Committee to each group session to record that group's deliberations and plans for action; to keep track of the proceedings of those sessions, and to provide accurate summaries of those sessions for further use by the Delegates, Conference Committee, and Observers.

(j) "Volunteers" means those individuals who have offered their services to assist in the work of the conference and are officially recognized by the Conference Committee.

1.6 "Conference Recommendations Committee" (CRC) means the committee comprised of individuals selected by the Conference Committee from among the Delegates, Advisory Committee members, members of the Task Force and others (specialists). The Plan of Action Committee is responsible for coordinating and consolidating the several topic work session reports, plans of action and presenting them to plenary sessions for Delegate action.

1.7 "Conference Sessions" means Conference meetings including:

(a) "Group Sessions" means work groups of Delegates, Alternates and Observers convened to discuss recommendations from the Pre-Conferences and other issues within broad topic areas. Group sessions will develop plans of action.

(b) "Plenary Sessions" means the meetings of all Delegates as a body in which final plans for action are considered for a final vote or adoption.

(c) "Open Forum" means the session to provide an opportunity for individuals or groups to state their plans of action to the Conference. Sessions of this nature will be determined by the Conference Committee.

1.8 "Credentials Committee" means the Chairperson of the Advisory Committee, Director of the Task Force and a representative of each of the appointing authorities to certify Delegates and to adjudicate any other certification difficulties.

1.9 "State and Area Pre-Conference" means those meetings organized and conducted in each State or Region in preparation for the White House Conference on Indian Education.

1.10 "State Steering Committees" means the committees of States or Areas designated to organize and conduct pre-conference activities in preparation for the White House Conference on Indian Education.

1.11 Task Force.
"Task Force" means the Interagency Task Force established to conduct and plan the White House Conference on Indian Education established by P. L. 100-297, as amended.

1.12 "Theme" means the theme of the Conference, Honoring Tradition .... Inspiring Change.

### Section 2. Conference Process

2.1 Call to Conference.
The President of the United States called the Conference to take place on January 22, 23, 24, 1992.

2.2 Voting Body.
The voting body of the Conference shall consist of Duly certified Delegates appointed in accordance with P.L. 100-297, as amended.

2.3 No Voting Proxy.
There shall be no voting proxy.

2.4 Method of Voting.

(a) Voting in plenary sessions shall be by voting credential, paper ballot, show of hands, voice, or standing as determined by the Chair of the Session.

(b) Voting in group sessions shall be by voting credential, paper ballot, show of hands, voices, or standing as determined by the Chair of the Session or Facilitator.

(c) Voting in any recognized meeting of the Conference shall be by voting credential, paper ballot, show of hands, voice, or standing as determined by the Chair of the Session or Facilitator.

(d) Actions taken will be final.

2.5 Identification.

(a) All Conference attendees shall be provided with an appropriate identification badge which shall be worn at all times.

(b) Badges shall not be transferable. Only one badge will be issued per individual.

2.6 Registration.
All persons attending the Conference must comply with registration requirements and payment of any required fees for registration and meal functions. Upon satisfactory completion of registration requirements, each registrant shall be issued the appropriate identification badge and materials. Representatives of the Press will not be required to pay the registration fee but will be required to properly register.

2.7 Order of Business.
The Advisory Committee shall advise the Task Force on the established order of business for the Conference which shall be published in the Federal Register as procedurally demanded.

2.8 Designated Seating.

(a) Separate seating spaces shall be provided and clearly designated as follows:

1. Delegates

2. Congressional and White House representatives.

3. Registered Press to the capacity of the meeting rooms.

4. Registered observers to the capacity of the meeting rooms.

All seating within designated areas will be on the first come-first serve basis.

(b) Only Delegates and authorized personnel shall be admitted to the Delegate area for plenary sessions.

2.9 Quorum.
A simple majority of the duly registered Delegates shall constitute a quorum for all plenary voting sessions.

2.10 Adoption of Rules.

(a) The proposed Conference Rules shall be presented by the Co-Chairs of the Conference to the Delegates and adopted by the Delegates at the delegate orientation meeting.

(b) A two-thirds vote of the Delegates present shall be required to amend the Conference Rules, as adopted.

2.11 Discussions and Debate.

(a) When addressing the Chair of the Session, the Delegate shall go to the microphone and give proper identification such as name, state, identify whether Delegate or Observer, and declare whether speaking in the affirmative or negative. Delegates with mobility or other physical impairments shall be given appropriate instruction as required. Those Delegates who wish to speak in their tribal language will be allowed to do so, but within the time limits established in other sections of these Rules. The tribal language speaker will designate their own interpreter.

(b) A two-thirds vote of the Delegates present shall be required to table, or to postpone a consideration.

(c) Debate on any recommendation, pending motion or amendment shall be limited to 2 minutes for each Delegate.

(d) When two or more Delegates rise at once, the Chair of the Session shall designate the Delegate who is to speak first.

(e) Debate on any pending recommendation or motion shall be limited to 15 minutes. Seven and a half minutes for people supporting pending recommendations and seven and a half for people not supporting pending recommendations. Debate on an amendment shall be limited to 10 minutes. Five minutes for people supporting a pending amendment and five minutes for people not supporting a pending amendment.

(f) No person may speak a second time on an issue until all others who wish to speak have had an opportunity to do so.

(g) The Chair of the Session may determine a person other than a Delegate to speak in clarification of an issue during Conference debate.

(h) All other actions of the Conference shall be adopted upon an affirmative vote by a simple majority of all Delegates present. A minority statement may be written and submitted for the record with adopted plans of action when 25% or more of the voting Delegates vote in opposition. The Chair of the Session may designate a Delegate to write the minority statement. The minority statement must be submitted within twenty-four hours of the close of the plenary session.

2.12 Making Motions.

(a) Only properly certified Delegates may make motions or vote.

(b) Motion and amendments on substantive matters must be in writing, signed by at least one Delegate and presented to the Chair of the Session.

2.13 Timekeepers.
Timekeepers shall be present at all plenary sessions of the Conference. Their duty shall include indicating to each speaker a one minute warning before expiration of the allowed time and advising the Chair of the Session of expired time for speakers.

2.14 Conference Report and Plans of Action.

(a) The Recommendations shall be approved by Delegates in plenary sessions. Recommendations will be presented in formal resolution format by to Co-Chairs of the Conference.

(b) The proposed plans of action presented to the Conference Committee for preparation to the plenary sessions will be plans of action written, developed, and approved by a simple majority of Delegates attending the work sessions in which the plans of action is called for a vote. A minority statement may be submitted with the approved proposed plans of action when 25% or more of the voting Delegates in the work session vote in opposition to the plans of action.

(c) The proposed plans of action shall be prepared by the Conference Committee on the basis of reports from its work sessions and carried to the plenary sessions for final recommendation by the Conference Committee or designee.

(d) Recommendations proposed by the Delegates but not included among plans of action approved in group sessions may be presented to the Delegates in plenary sessions if advanced by official petition which requires 25 Delegate signatures and must be submitted to the Co-Chairs of the Conference no later than twelve hours before the plenary session.

(e) A copy of all plans of action shall be distributed to Delegates before they are presented to the plenary session for action.

(f) During meetings of the Conference Committee, only Conference Committee members shall be permitted to speak, unless someone is specifically asked to speak by the Chair of the Session.

2.15 Parliamentary Authority.
The Conference Committee shall appoint a parliamentarian who shall serve as an advisor to the Chair of the Session for plenary sessions. Robert's Rules of Order, Revised Edition, shall govern all sessions of the Conference in all cases not covered by these Rules.

2.16 Conference Rules.
Any Delegate questions of interpretation of the Conference Rules between plenary sessions shall be decided by the Co-Chairs of the Conference, with advice from the Conference Committee.

2.17 Minutes.
The recorder shall be responsible for the preparation of the official minutes of the Work Sessions and highlights of actions taken at plenary sessions. Tape recordings and/or stenographers shall be provided for all plenary sessions to aid in the preparation of accurate minutes by the recorder(s). Minutes shall be approved by the Advisory Committee and/or Conference Committee.

### Section 3. Open Forum

3.1 Purpose.

(a) This session provides an opportunity for individuals, groups or special interests to state their proposals for plans of actions not elsewhere presented to the Advisory Committee and Subcommittee on the White House Conference on Indian Education. The Co-Chairs will be present to hear such testimony.

(b) There will be recorders to summarize proposed plans of actions expressed during this session. These summaries will be sent to the appropriate group session for consideration for action no later than the first group session of January 23, 1992.

3.2 Presentation

(a) Each individual or group that desires to present a position in this session must notify their intent to present such testimony later than 5:00 pm, January 22, 1992.

(b) Prepared statements may be submitted in support of any oral comments delivered before the Co-Chairs. Oral comments shall not exceed 5 minutes in length and need not be read from any written materials submitted in support of such testimony.

(c) Scheduling for such testimony shall be based on the order of an individual or group's sign-up for such presentation.

### Section 4. Official Record

Written plans of action submitted to group sessions should be made part of the official record.

The final report will be made available through the Government Printing Office upon completion.

Adopted by the Conference delegates on January 22, 1992.

**AMENDMENT ADOPTED JANUARY 24, 1992**

1. Within sixty (60) days of adjournment of this conference, a draft report shall be prepared and disseminated to all the delegates and tribes;
2. Within thirty (30) days of distribution of the report, each state or region shall convene a post-conference to review the draft report and recommend any changes or additions;
3. Upon collection of the post-conference comments, a final report shall be compiled and distribute to the White House and members of the Congress to be used as a guideline for future actions;
4. Within the ensuing year after the 1992 conference and prior to congressional action or re-authorization of federal education programs, an implementation conference shall be convened to assist in translating the report of the conference into meaningful legislation;
5. That Congress mandate a biannual National Forum on Indian Education with participants to be determined by Indian and Alaska Native nations and tribes for the purpose of reaching consensus on educational issues and funding for programs.

The Final Adopted Rules were effective in the organization of the overall Conference. They worked particularly well during the delegate resolution assembly.

The guiding principles, the work session process and strategy, and the final adopted rules provided the structure necessary for a successful Conference. The Conference structure allowed for local issues and ideas to be addressed and reviewed through the pre-conference recommendations and participation of many delegates in "township style meetings" called work sessions of the Conference. The structure allowed for an open forum session for individuals to present educational findings and recommendations to the Conference for work session use. The delegate resolution assembly gave delegates opportunities for open debate on approved work session resolutions before final adoption of resolutions.

Overall, the Conference structure proved to be an effective process to reaching the White House Conference on Indian Education goals.

Iroquois

# CONFERENCE ACTIVITIES

## CHAPTER THREE

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

# CONFERENCE ACTIVITIES

## WORK SESSIONS:

## Process and Strategy

Delegates were asked to attend two topic areas sessions for the duration of the Conference. Specific assignments were made according to the preferences identified by the Delegates in their registration forms.

In order to ensure that complete plans of action were developed during this Conference, Delegates were asked to participate in only these two topic areas.

The workshop process was initially divided into three segments, intended to facilitate the development of plans of action, provide clear implementation guidance, and to ensure that all of the state recommendations received Delegate consideration. The first segment of the process was to have been accomplished during work session 1 (Wednesday, January 22) and work session 2 (Thursday, January 23). The second segment was scheduled during work session 3 (Thursday, January 23). The third and final segment was to have been done during work sessions 4 and 5 (Thursday late afternoon and evening).

The first segment targeted the categories for student needs, family needs, and community tribe needs of each of the first assigned topic a Delegate was to attend. The second segment was to have encompassed those categories of education institution, state, Federal, and other issues, for the second topic area assigned to each Delegate. Delegates were then asked to return to one of the two assigned topic area work groups in the third segment to combine the results from segments 1 and 2 into one final package of draft plans of ation and proposed resolutions.

These documents were then to be formally submitted to the co-chairs by the respective work groups. The proposed resolutions with accompanying action plans were to be brought by the co-chairs before all of the delegates in the General Assembly session on the third and final day of the conference.

Other guidance provided to the Delegates included specific points to help refine and target the goals of their particular work sessions. These included:

1. Delegates were asked to reach consensus on preferred action plans needed to implement those recommendations contained in the respective topic areas.
2. Plans of action were to be devised, where necessary, to identify the appropriate level of action necessary (local/tribal, federal, state) and the short or long term objective targeted to achieve full implementation of any recommendation.
3. Plans of action, when appropriate, were to be attached to a formal resolution, after Delegates in the topic area work sessions have voted on passage of a specific plan. 1992.
4. After all Delegates review and consider proposed resolutions and action plans from each of the 11 work sessions, they will vote to support, modify, or oppose the proposed resolutions in the Delegate Resolution Assembly.

Some very specific questions were developed to help the Delegates draft action plans as concisely as possible. Additionally, these questions were to assist them in delineating issues of new policy from programmatic or administrative issues. These questions were:

A. Is the Issue One That Relates to Services in an Existing Program?
   1. If so, from where does program/funding originate?
   2. How encompassing (eligibles/scope of service) is the program?

B. Who is Primary Beneficiary?
   1. Student, Family or Community/Tribe?
   2. Educational Institution?

C. Is the Issue a Local or National Issue?
   1. What is estimated size of need/problem?

D. Will Recommendation Require a Regulation (Federal/State) Change or Development of New Regulations?
   1. If so, what is estimated length of time projected to accomplish this task?
   2. What should be done in interim? How?

E. Will Recommendation Require a Legislative Change (Federal/State), either New Statute or Amendment?
   1. If so, what is estimated length of time projected to accomplish this task?
   2. What should be done in the Interim? How?

F. Who or What are the other Entities Impacted by proposed Recommendation?
   1. Tribal
   2. Federal/State Agencies
   3. Private Sector (businesses, foundations, etc.)
   4. Non-Indian population/ communities

G. Where is Issue Proposed to be Administered or Principally Resolved?
   1. Agency?
   2. Central or Field Authority/ Accountability?
   3. Mechanism: Grant, Contract, MOA, Cooperative Agreement, etc.?

H. Where appropriate, how will funding Allocations be Determined?
   1. Competitive?
   2. Apportionments to Regions, Tribes, etc.
   3. Eligibility Criteria: Needs-based, Income-based?

I. What are Other Barriers to Proposed Solutions?
   1. Lack of Data on Issue (Scope of Need)
   2. Lack of Uniform Reporting System
   3. Insufficient Research and Analysis in Field on Effectiveness of Approaches
   4. Competing/Conflicting Priority Setting Processes
   5. Unorganized constituency/beneficiary group

# WORK SESSIONS:
## Overview and Outcome

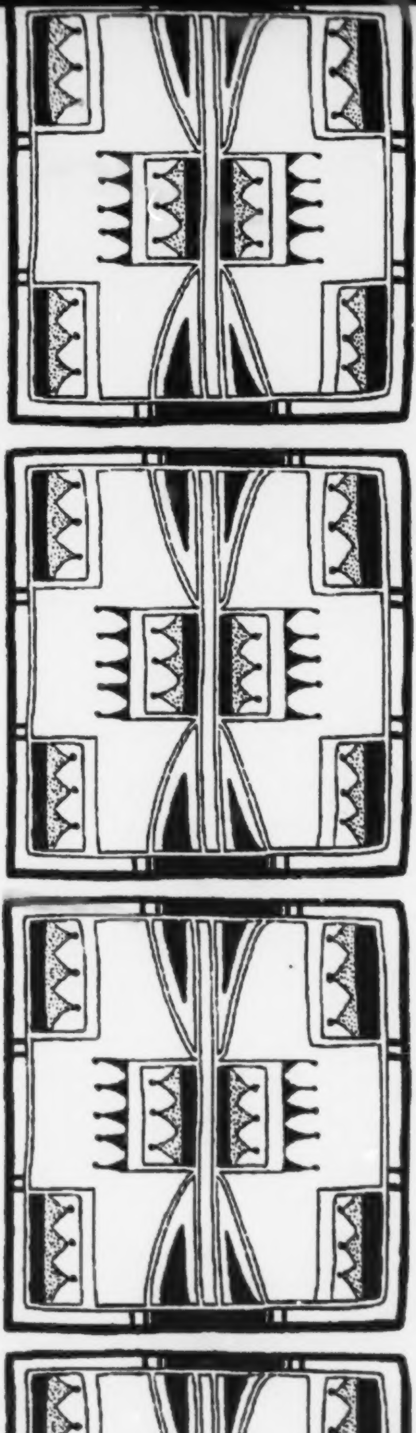
Delegates, during their orientation on the first day of the Conference, were advised in more detail on the Conference and work session structure and goals. While each Delegate was provided a written explanation of the structures, that were designed to assist them in developing their work products, prior to the Conference, it was expected that such detailed strategies would need more careful review and explanation on site at the Conference. The Task Force emphasized to the Delegates, both prior to and on site at the Conference, that this Conference was to be a working conference to develop plans of action to achieve the goals and recommendations developed throughout 1991.

The explanation was initially well-received by the Delegates, particularly as they had an opportunity to review the amount of work and documentation that had been prepared for their consideration and action. There were some concerns expressed over the need to have Delegates assigned to two topics, rather than one or all, but an understanding of the time constraints and voluminous nature of the Topic Paper recommendations, predisposed the majority of the Delegates to favor the crafted structure.

Where difficulties were encountered in actual work sessions, these arose from the lack of familiarity with the type of process envisioned and crafted for this Conference. All of these Delegates came with unique abilities and experiences that the Task Force felt would aid them in utilizing this process for the optimum outcome. However, the length of time it took for these Delegates to familiarize themselves with both the process, the work session team members (facilitator, resource experts, administrative assistants, computer note-takers), one another, prior to beginning their actual work sessions, was longer than anticipated.

Although the work session team members had received two days of training in the specific process and general techniques to accomplish their goals, interacting with team members and numerous Delegates to develop a work product was a complicated task. A professional facilitator trainer was brought in to help prepare these work session team members to the best level of capability possible. As all of the individuals staffing the work sessions were employed with an Indian program or agency (tribal, state or federal), they also carried with them a level of knowledge and expertise in their respective fields that was intended to assist Delegates in identifying strengths and weaknesses in policy and service issues.

Eventually, all involved rose to the challenge and produced a total of 113 resolutions. Over half of the resolutions carrying plans of action to provide the additional details needed to guide individuals and entities in implementing the recommendations.



Arapaho

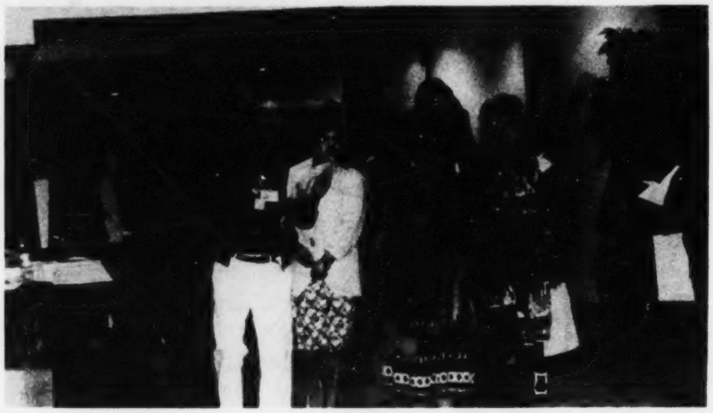
# POST-CONFERENCE ACTIVITIES

## CHAPTER FOUR

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

# WHITE HOUSE CONFERENCE ON INDIAN EDUCATION

## IMPLICATIONS AND ANALYSIS



## Goals of Analysis

The goals of the Conference were categorized as education oriented. However, the affected constituency and Delegates did not confine their vision to the "traditional" construct of the definition of education.

Indian families and communities are very aware that the needs of their children are interwoven into all aspects of their lifes. American Indian and Alaska Native communities have strong foundation of spiritual beliefs and philosophies most of which encompass the circular nature of life, that upholds the interconnection between all beings and things. It was this outlook that provided the reenforcement to the White House Conference on Indian Education to address the Indian educational needs in a holistic manner.

The task of collecting concerns which impacted the educational services of Indian communities, draw from a wide array of sources. It was the responsibility of the Task Force to attempt to portray these issues and concerns for the Delegate's consideration in the most interrelated form possible.

The Task Force designed a matrix which appeared to embody the Indian communities' identified issues of concern. (Figure 1.) This circular matrix represented the all-encompassing nature of both issues and possible solutions. This "dream catcher's" universe of needs and opportunities is symbolic of the circumstances confronting each Indian community. On one hand, the barriers and specific elements which comprise the present reality must be "caught" and addressed, but the goals and aspirations must also be sought and fostered.

This analysis will depict the issues by these goals and aspirations, as well as the means or mechanism to resolve or eliminate barriers. The commonalities of concerns and recommendations, from topic area to topic area, will be identified for policy purposes. When differences in policy goals are proposed, for similar or overlapping issues and recommendations, these will also be summarized. This summary will portray these overlapping recommendations juxtaposed against those policies or issues they address to differentiate the instigating cause or intended outcome; such as local community control over actions which may be defined as a new effort and entity, or identified as tribally-controlled.

The resultant blue print for action will also convey future policy issues and implications. The many levels of involvement and action that are required to implement these recommendations will require comprehensive participation by all affected parties. When and how, such endeavors, from local Indian communities to national policy makers, should be undertaken are questions that this report should provoke.

## Parameters of the Conference and Issues

The Conference was designed to be a "working" conference to develop long-term and short-term strategies from recommendations

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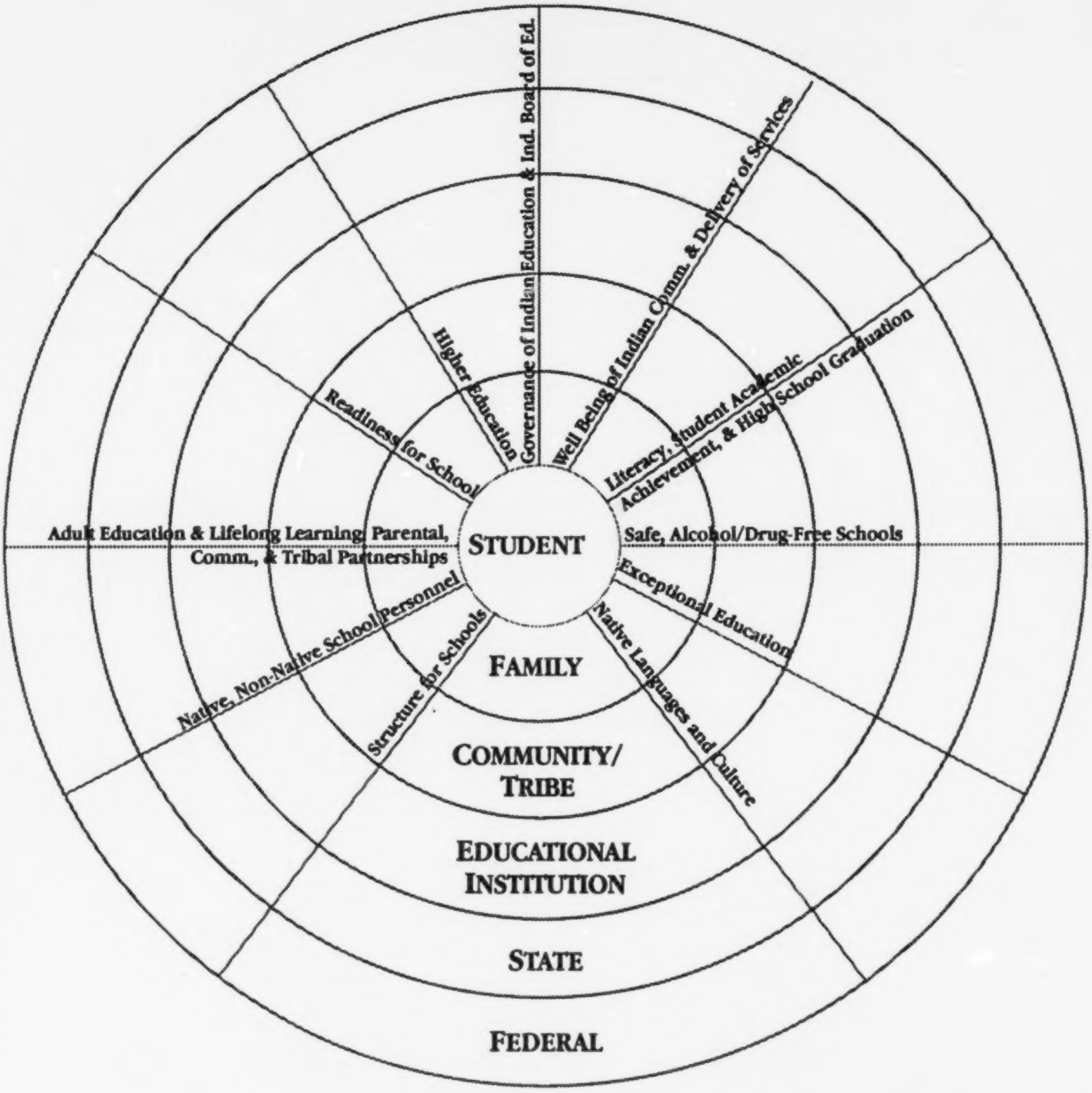
# Universe of Needs and Opportunities


Governance of Indian Education & Ind. Board of Ed.
Well Being of Indian Comm. & Delivery of Services
Literacy, Student Academic Achievement, & High School Graduation
Safe, Alcohol/Drug-Free Schools
Exceptional Education
Native Languages and Culture
Structure for Schools
Native, Non-Native School Personnel
Adult Education & Lifelong Learning; Parental, Comm., & Tribal Partnerships
Readiness for School
Higher Education
STUDENT
FAMILY
COMMUNITY/ TRIBE
EDUCATIONAL INSTITUTION
STATE
FEDERAL

SHORT-TERM
PLANS OF ACTION

Figure 1

LONG-TERM
PLANS OF ACTION

adopted by the Delegates. The 30 state and regional pre-conference activities, produced numerous recommendations for consideration by the Conference Delegates. The Delegates were mailed materials prior to the Conference which contained specific instructions to assist Delegates in their review and preparation. However, the range of issues and the number of issues, as well as other constraints, combined to place limitations on both the selection of issues chosen and the amount of specificity available for guidance.

The same limitations that existed for review of Pre-Conference recommendations also affected the consideration of new issues raised during the Conference. There were some issues raised on the final day of the Conference that were additional issues of concern, but only four resolutions capturing these concerns were eventually adopted. Another factor was the inherent assumption that many of the Delegates had with respect to key principles underlying Federal-Indian issues. One key principle was that of respective powers and responsibilities of tribal, State and Federal governments. Further, it was expected that how these governments interrelated with one another, and their affiliate entities, was also understood, particularly in relationship to the need for change or action.

Another assumption was the level of clarity expressed in the many resolutions and plans of action in the area of statutory and administrative authority targeted for change or action. Some topic areas were very precise on what legislation should be amended and how, or what a legislative amendment ought to accomplish. Some topic areas felt that the Executive Branch was the place to impact, through recommendations for development and adoption of Executive Orders. Other topic areas proposed that much more explicit action take place with regards to programs and issues. Such programs or issues were often identified solely by acronym or original public law citation.

This report has provided a glossary of terms to address the most basic assumptions and terms used by the delegates in the development of their work products. However, the other assumptions require a prior understanding of tribes and their relationship with the United States, to fully appreciated the Conference Delegates' concerns and their proposed solutions.

The Federal-Indian relationship is not one well understood by the general society. For many individuals, their sole exposure to "Indians" has been provided through movies and the print media from a non-Indian view and, usually, in the absence of accurate historical background. This deficiency in society's learning environment is at the root of some of the recommendations adopted by the Conference Delegates. A brief explanation is provided below to aid in understanding the Federal-Indian relationship.

The Federal government has a government-to-government, political relationship with tribes that is rooted in the Constitution and further strengthened by congressionally-ratified treaties, Executive Orders, case law, and specific and general statutes to assist American Indian and Alaska Native communities and individuals. This relationship even pre-dates the Declaration of Independence, when the colonial powers entered into formal agreements with tribes to exchange lands for peace, goods and other purposes.

When the United States declared its independence and, eventually, adopted its constitution, there was three key clauses incorporated into this charter for the protection and benefit of tribes and their people. This provision, under Article I, Section 8, Clause 3 stated that only the United States (and not States) had the power to regulate and permit commerce with tribes. Article II, section 2, clause 2 grants Congress plenary power to regulate commerce with Indian tribes, as it does with foreign nations and the States. Section 14, Amendment XIV of the Constitution also exempts tribes from taxation. Subsequently, the courts, based on these authorities, recognized that tribes, as dependent nations, were beneficiaries of a trust responsibility on the part of the United States.

These principles of Federal-Indian law have been tested over the past two centuries. Yet, for the most part, the rights of tribes as sovereign nations whose relationship is with the United States first, and not those States or territories in which they reside, have been upheld.

As this relationship has been strengthened through successive laws and Executive Orders, and as tribes have continued their efforts to determine their own future, the nature of the relationship has also evolved. Where once Federal agencies decided what was appropriate and beneficial to tribes without tribal input, now there is recognition that tribal self-determination is one elemental aspect of their sovereignty. It is the principle of sovereignty and self-determination which underlies many of the issues raised and addressed by the Delegates during the Conference. Each tribe has variations in its performance of its responsibilities to their people; based, in part, on the issue or region in which they are located. What may be true for one tribe, for regulating the environment, health and other programs, may not be accurate for other tribes. The reasons for this variation among tribal groups are many and complex. That they exist and create additional barriers, and sometimes opportunities, is a critical element in the development of the many adopted strategies by the Conference Delegates to improve Indian education.

Additionally, during the past fifty years, as Indian people relocated "off-reservation", either under Federal actions and policies or for their own purposes, there has grown a community of Indian people outside the traditional bounds of "Indian lands". These segments of the population, often identified as rural or urban Indians, are now identified more as members of their home communities rather than as displaced and unaffiliated individuals. The location of these rural and urban Indian people has placed special needs and demands for services to aid their growth and well-being.

The complexity of the Federal-Tribal relationship needs to be considered when reviewing the adopted resolutions and plans of action. This complexity and the inter-dependency between American Indian and Alaska Native people requires that careful planning and action be undertaken to implement strategies for improvements.

This analysis will identify concerns which require a balancing of competing needs and a means for transition from existing efforts to new activities. The balancing and transition issues, not addressed by the Delegates in their resolutions and plans of action, will especially require a general understanding of the relationships and roles between the United State and American Indian/Alaska Native communities and people.

## Analysis

The Conference Delegates endorsed several major goals which were designed to achieve improved student outcomes and services. The resolutions were designed to emphasize accountability to improved standards, including culturally appropriate ones. However, the predominant underlying principle was the premise that the Federal-Tribal relationship entailed specific duties and responsibilities on the part of the United States, unlike any other Federal-State-Local governmental relationship.

The consistent call by the Delegates for the United States to recognize and reaffirm the Federal-Tribal relationship indicates the serious concerns that exist over whether Federal policy makers fully appreciate and understand how their actions affect this relationship. This repeated call expressed a desire to require departments and agencies to uphold this principle in daily operations and reflects a desire to expand and strengthen tribal participation on several fronts.

A strengthened U.S. policy is also expected to provide the dictates necessary to accomplish the more practical activities in realizing equitable access to all relevant resources to produce the desired achievements. There is a valid concern expressed that all Federal agencies make an equal effort to assist tribes and Indian communities. Without a concerted outreach effort there will be a continued lack of tribal participation and access to available resources. The absence of participation and access to opportunities can create limited outcomes which will diminished capabilities for elevating the quality of life for Indian people.

One major theme that was articulated was the premise that tribal control and leadership in education was critical in the strengthening of services. Local control and determination of needs is a demand and goal of all segments of society. Indian country is not different in this respect, but there is additional weight behind this demand given the inability of society to accurately perceive the cultural aspects integral to the values and goals of Indian communities.

Both local control and determination of needs must be viewed in conjunction with another major theme for the inclusion, at every educational level, of appropriate cultural values, language, beliefs, accurate histories, and other expressions. Indian and Alaska Native life is built on the foundation of their tribal beliefs and identity. Yet, efforts to obtain respect for, and foster such components in a "traditional" education system, have not been very successful. A number of recommendations that were adopted addressed the need for stronger tribal control over the incorporation of cultural facets in the reform and restructuring of these "traditional/formal" educational systems.

The Delegates did not overlook the need to instill or enhance governmental partnerships among affected entities, Tribes, States, Federal, and other bodies. This major theme was an indication of the Indian community's need to interact more with other entities, as well as become involved in the larger issues confronting all communities.

> *"I'm calling for some form of Indian-controlled entity to assure accountability for the programs that serve our kids."*
>
> Mr. Tonemah (OK)

Comprehensive and holistic services became a major focus for Conference Delegates. This focus conveyed the concern among Indian people that their needs not be treated in linear and isolated efforts. "The shortest route to an objective is not necessarily the best" appears to sum up the related recommendations surrounding this theme.

This comprehensive approach should be viewed as an integral aspect of all the key principles and themes. In particular, when undertaking efforts to identify the scope of educational needs in Indian communities, there are concerns that education needs encompass all related issues and services for all ages and members of the community. Related issues and services were not so broadly interpreted that it could become a Herculean task. The parameters placed on education and related issues or services appeared to be whether there was a direct correlation between a service and improved student outcomes, such as substance abuse prevention, family violence prevention, and career guidance.

The other key indicator in defining relevance was the correlation between the benefits derived by Indian communities and improved student outcomes. Two examples include the proposed requirement that economic enterprises provide employment in a manner planned by the tribe to coincide with graduating scholarship recipients, and requiring "pay back obligations" by students upon graduation for their scholarship assistance.

There are ramifications to these recommendations which connotes a heavier significance, specifically as they relate to the mechanisms adopted to achieve these goals. One implication assumes that many of the basic statutory authorities are sufficient to act as the foundation to pursue the goals identified by the Conference resolutions. Examples of this assumption are recommendations that support increasing resources into existing programs, such as adult education programs, tribally-controlled community colleges, and the Indian Student Equalization Program (ISEP). The second example affects retention of existing structure, such as retaining the Johnson-O'Malley (JOM) program under its present allocation system and NOT moving it under the Indian Priority System. Further, there were specific recommendations targeting enforcement and compliance of existing authorities that upheld both structure and goals, such as the Indian Religious Freedom Act's application and acceptance in the school system.

Conversely, a clearly directed outcome was the establishment of tribal education departments to act as the focus to plan and accomplish Indian education goals. This proposed new and/or strengthened tribal entity marks a transition in tribal policy development in an area that has been fragmented by different control mechanisms for services and programs.

This policy proposal is especially significant as it must be envisioned with the other recommendations adopted to address different methods for control and accountability of Indian education services. One method adopted for oversight and accountability purposes was the recommendation to establish State Indian Education Advisory Boards. Some purposes for these Boards include data collection and analysis, school and student assessments and evaluations, and improved coordination of multiple services. The need for such offices indicate that State systems have not been fully responsive to

Indian tribes and communities. Secondly, while the States appear not to have provided the desired support, tribes are willing to work within the existing structure rather than attempt drastic change or reform. A means to address the education barriers at the State level, through an advisory board, can provide tribes with a forum to promote their issues in the State, as well as, extending an opportunity for tribes and States to work in partnerships.

Another vehicle developed to pursue accountability was a proposal to establish local and regional compliance centers. These centers are intended to monitor activities of federally funded programs. These efforts would be founded on a partnership between all of the affected governmental entities.

Potential linkages were perceived to be critical by the Delegates. This reached beyond the formal linkages for the creation of state Indian education offices, memorandum of agreements between agencies, but also encompassed networking among institutions, communities and families. For example, one recommendation stated that networking should occur among all tribally-controlled higher institutions, in addition to those between tribal and other colleges and institutions.

The desire to expand opportunities and capabilities will present new horizons and challenges. The key premise is that tribal institutions are not vulnerable to dominance by others in any arranged linkages. This solid position, for involvement and partnerships, becomes the core from which reform springboards.

Broader involvement was envisioned by Delegates with respect to family and community responsibilities. The stronger the involvement of the family and/or extended family, the more the students and communities benefit. Families were expected to be active, contributing partners on many fronts including assisting in tribal education and cultural activities, and other school activities. Other services endorsed to assist families include training such as parenting skills, coping in crisis methods, and other support services that would encourage full participation in educational and community social systems.

There are certain aspects that were not fully addressed or resolved by the Conference Delegates. The unresolved issues did not occur by premeditation or an unwillingness to tackle these issues.

The Delegates were required to work within the various topic areas in which they participated, plus review and approve those resolutions in the final day of the Conference from other topic groups. Consequently, the Delegates were simply unable to fully reflect on the complete picture presented by their combined efforts. The Delegates began an effort to address and accurately present a comprehensive overview of education and related needs. These actions asserted that such needs should be locally-determined since the affected Indian people and communities would be most able to recognize and ascertain these needs. While this is an important point, the ability to integrate this activity with the recommendation requiring that funds and services be provided on an equitable basis, becomes problematic.

The assumption to the first resolution is that there are, or will be, clearly understood and accepted criteria for determining true needs in all areas. The second recommendation's assumption is that the funds will be provided in sufficient amounts to ensure equitability, to provide "comparable" services in obtaining similar goals, such as eliminating illiteracy, substance abuse, and dropout rates.

To begin an administrative process for developing criteria for determining the "scope of need" requires several basic components. First, the data on eligible service population and present level of services available must be current. Second, a clearly defined goal of what is to be achieved through services to be provided must be understood and acceptable to the beneficiary population. Third, how growth will be achieved from the present status to the desired goals must be developed, approved and implemented. Each of these components will require an investment in manpower, resources, and time. When to apply this strategy to the targeted education or related program services must also be determined.

When the definition of need was raised, it was through the provision of services to "American Indian/Alaska Native" people. Yet, many available services are dependent on a variety of factors. Eligibility for services is not consistent from program to program, and agency to agency. One topic group addressed the abolition of the income eligibility requirement for the Head Start Program.

Another topic group recommended that eligibility for "Indian education services" should be in keeping with the respective tribal definitions and requirements for member enrollment. When tribes, tribal or Indian organizations provide services for their populations, a uniform definition for eligibility would eliminate multiple program requirements that must be fulfilled.

Many strategies for short-term and long-term action were broad and general. For example, under the Well-Being Topic Area a resolution called for a variety of inter-related activities to provide students and families multi-disciplinary support services to prevent student dropouts, as well as prevent, intervene and treat family dysfunctional behavior. These services were to be provided while ensuring that responsibility for such services was shared equally among tribal, State, and Federal agencies.

Examples of actions proposed to implement this paritcular recommendation included improved funding utilization, statistical studies of student needs, providing parent day care programs, and opening up facilities year round.

While many strategies are clear in direction, the issue of how they will be prioritized and synchronized nationally, as well as by whom, is not addressed. Instituting a combined inter-agency approach is cumbersome, and the burden of coordination falls principally upon the communities.

Of specific concern to the Delegates was whether funding would be taken from ongoing serves to meet new goals proposed at the Conference. The question of how protections would be developed and instituted, to assure Indian people and communities that their present services would not be diminished to provide funds and resources for new endeavors, would need to be resolved.

Overall, transitioning services into a means of accomplishing the identified education goals is not a process that can be precisely detailed. However, there are ground rules that should be considered on the difficulties confronting such transition. These ground rules include: identifying where tribal input is needed; estimated time frames to accomplish identified tasks, level of risk involved and disclosure of advantages and disadvantages nationally and locally.

A recent tribal experience with implementing the new amendments to the Indian Self-Determination and Education Assistance Act (P.L. 93-638) have shown how time-consuming tribal consultation can be for major policies. However, as it is the tribes' prerogatives to adhere to tribal consultation in its fullest form or not, this element would need to be factored into any implementation process.

Recommendations and plans of action are not specific with respect to priority setting, other than needs and solutions should be tribally and locally determined. In order to have an effective process to implement the many education goals and tasks identified by the Conference Delegates, a means of ensuring fairness in priority setting and equitable allocation of resources must be planned and provided. For example, if certain actions throughout the country are expected to occur concurrently, assistance to Indian communities must follow common, understood national criteria, yet be locally relevant. Specifically, pre-school screening for exceptional and challenged Indian children has been recommended to be joined with efforts to expand early childhood services. This activity will require cooperative efforts in a multi-disciplinary and multi-agency manner.

The leadership role for protecting the interests of the present service population, promoting priorities, and resolving differences in these proposed tasks, is not clearly addressed. It could be assumed that present processes are sufficient to resolve differences among the affected groups. In so far as these recommendations are concerned, it would be an advantage to have both a priority setting process and a conflict resolution process identified. These mechanisms would assist in transition efforts of modified and/or new activities and services.

## Potential Issues of Immediacy

There were some common issues that Delegates expressed throughout the resolutions and plans of action. These issues were focused on ensuring a higher quality of standards and services.

Many recommendations have the potential for immediate implementation, utilizing existing authorities of the relevant agencies. There are recommendations which clearly require new authority, and a close scrutiny of agencys' present authorities could determine which issues can be promoted absent such new authority. In some instances, new authority would be useful in preventing any action to tranfer funds from one program into a new program diminishing available resources in the drained program.

Some basic issues identified were the protecting of resources which would, require appropriation or legislative action. One recommendation supported exempting all Indian education programs from the Graham-Rudman-Hollings Deficit Reduction Act; another recommendation called for the creation of set-asides for Indian participation in some education programs. To maximize the use of available funds, a recommendation proposed that there be a uniform funding cycle for education and related services based on local school schedules. The uniform funding cycle proposal would have the added benefit of eliminating administrative steps and reducing expenditures.

An inventory of all available resources was also recommended. This was joined with directives for the improved coordination of services and establishment of partnerships between responsible entities and agencies.

Enhancing tribal capabilities to improve Indian education services and student outcomes was addressed through: technical assistance, grants and training for the development of tribal codes, master and strategic plans and personnel capabilities. Tribes were viewed as the principle entity responsible for protection of culture, values, language, and beliefs. Tribal members and families were expected to be actively involved in assisting in the development of accurate curriculum, material and other resources for the preservation and protection of tribal heritages.

Several types of institutions were proposed to undertake this goal. These included the establishment of tribal learning centers and heritage centers. There were other proposed institutions with similar responsibilities in the promotion of culturally relevant curriculum, materials, teacher certification and other standards. These other proposed institutions to be newly established included: compliance centers for enforcement of existing and future policies and standards, research development centers, regional research institutes, community-based family healing centers, national clearinghouse on Indian materials and programs, and a national study group on pedagogy (study of teaching techniques).

The resources developed by these entities would ensure that culturally relevant and accurate information and services were available in the educational and other systems serving Indian communities.

Additionally, there were recommendations to establish State Indian education offices and advisory boards. The purpose would be to assist Indian and tribal communities in achieving improved student outcomes and community benefits. There would need to be consideration given on how to address establishing all of the proposed entities. One option would be a consolidation of efforts, where tasks were similar enough to prevent one area from being overshadowed by another. Another option would be through a phased in approach to the creation of new offices or entities, after a review and determination of immediate needs.

One example of similarities is in the recommendations wer the request for more data and research on Indian exceptional education needs, as well as additional research on other characteristics of the general Indian student population, by age, grade, gender, family profile, and educational provider.

Determining which recommended institutions and issues are amenable to consolidation of effort would have to be undertaken by a clearly identified office or entity. Even more elemental is the concern that there be uniform data collection and other effective methods available to undertake such tasks. If there does not exist some workable instrument or process, the question of who would develop these tools, along with identifying under which agency's or entity's auspices this would occur, would have to be answered.

Another major area of similarities were recommendations supportive of the proposals supporting an adequate number, and the specialized capability, of personnel for the respective areas of need. The Conference Delegates' focus in this area were three-fold. First, there be an increased effort to recruit and retain Native personnel. This recommendation coincided with the recommendation to assure culturally appropriate values, information, and techniques be utilized in the efforts to improve student outcomes.

Secondly, there is a need for additional requirements of certification and accreditation standards. These additional requirements would incorporate the accurate and appropriate cultural knowledge needed by these individuals to help educate and instill this same information and respect into their students. All school and support personnel and institutions would be expected to adhere to a new level of expertise and ability. This would be true whether or not they are Indian or non-Indian and regardless if the institution is public, private, Federally funded and operated or tribally-controlled institutions.

Thirdly, there was support for resources and opportunity for training of education and support personnel. Recommendations were adopted that supported local community efforts in a manner tailored to their respective circumstances.

> *"Part of our living is the celebration of where we came from, our traditions, our languages, our culture. It helps us to be better Americans, in fact, because that is the idea of this country: a bringing together not a people who have forgotten who they are, but a people who know who they are and why they live here:*
>
> Secretary Lamar Alexander (DOE)

Education and support personnel would be offered opportunities to take advantage of resources not readily available. The linkages between educational institutions combination of additional teaching resources, improved communications with colleagues in other communities, and access to personal growth opportunities, should provide some incentive and job satisfaction.

These linkages were also intended to expand opportunities for students through telecommunication capabilities. This networking could be accomplished nationally among tribal colleges and between education institutions for all grades and other state educational institutions. The proposed linkages would enable students to broaden their outlook on issues beyond their communities, dialogue with other communities, provide opportunities for studies in areas not available in their home communities, create an interest in advanced technology.

This linkage recommendation is an example of how Delegates were able to envision multiple purposes for the benefit of students and of benefit to participating parties. Tribal people and communities do not perceive themselves to be petitioners in establishing these proposed linkages with non-tribal entities.

This type of linkage would allow for a better understanding of the Indian communities interests, priorities and values, particularly in relation to other non-Indian community goals. This improved understanding can only aid in better relations and partnerships in pursuit of common goals, such as better economic and social circumstances.

The establishment of partnerships for a variety of purposes will also require careful planning and priority setting. Identifying the principle goals, secondary goals, respective roles and responsibilities, as well as the more practical matters of financing, staffing, time frames, and project criteria, will be a time and energy consuming activity. There were specific services or programs that were recommended to achieve overall educational improvements. These included the recommendation for culturally relevant National Chemical Certificate Standards and Resource Assistance to Indian youth counsellors and programs, to be developed and administered by the Indian Health Service (IHS). Another endeavor recommended the establishment of Indian Focus Schools utilizing the America 2000 authority and funds. A National Tracking System was recommended to follow and assist Indian students. Parent support programs were viewed as instrumental in the holistic approach to aiding student and families.

These indicated endeavors will require specific strategies, to assure the access of resources and utilization by Indian communities. Whether existing resources are sufficiently flexible to address Indian community needs will have to be ascertained and, if not, adjustments to better serve Indian communities will have to be accomplished.

## Conclusion

The resolutions and plans of action adopted by the Conference Delegates are far reaching and, often, interdependent. It is a tremendous accolade to the Delegates that the Conference's work products are so comprehensive and thoughtful.

It will be this same spirit and commitment which will be required to undertake the actions needed to achieve these identified goals and tasks.

The issues that the Delegates addressed can be viewed as a map for the future of Indian education and other related needs. This future is perceived to be inclusive of benefits to both Indian and non-Indian people and communities.

These resolutions and plans of actions require each person, community, and institution, to evaluate themselves for their strengths and capabilities. By contributing to each other to achieve better learning environments and student outcomes, the rewards increase exponentially throughout all spectrums of our society.

# Drafting and Compilation of the Final Report

Since January 25, 1992, the interagency Task Force of the White House Conference on Indian Education has worked to complete the text of the conference resolutions and plans of action. In accomplishing this task, handwritten notes and other written material had to be reconstructed with the verbatim transcripts and the tape recordings. Each of the 113 resolutions and accompanying plans of action had to be individually reviewed.

Upon completion a summary of the resolutions was mailed to former delegates of the conference and tribal leaders. The resolutions and plans of action were sent to the spokesperson of each topic/work session to verify content and accuracy.

Two levels of review were undertaken. The first level of review by the Task Force was to develop an initial analysis of the Conference resolutions from a holistic perpective. This analysis highlights general themes from the resolutions and is presented below:

Opportunities for involvement of tribes, tribal leaders and parents in planning, evaluating and assessing programs and operations for accountability - -

Development and expansion of tribal departments of education.

Participation of tribal leaders and parents in planning, assessing needs, evaluating and monitoring operations and services.

Local Control of Indian education should be strengthened.

Parental and tribal participation in public and private education programs to address planning and accountability; of student success; determine overall educational needs; discuss reforms, model schools and programs; integration of native language and culture, where appropriate; and active involvement in local level policy development.

Integrate accurate and relevant American Indian/Alaska Native language, history, and culture into core curriculum in those schools that serve American Indians/Alaska Natives - -

Assess curriculum for accuracy and relevancy.

Educators serving American Indian/Alaska Native students should be required to take relevant courses in tribal sovereignty, culture and history.

Acknowledge language and culture as significant instruments to improve American Indian/Alaska education, then implement relevant programs.

Provide multicultural training that stresses cultural sensitivity in all personnel serving and assisting Indian students and communities.

Establish partnerships to integrate services that support the well-being of American Indian/Alaska Native communities.

Enhance governmental partnerships among affected entities, tribes, States, Federal and other bodies. The need to interact more with other entities.

Developing avenues for innovative education through research, demonstration, evaluation, and training - -

Development of culturally appropriate student assessments, curriculum, alternative education programs, and model programs and schools.

Create American Indian/Alaska Native regional centers of educational excellence which would serve a variety of functions: Federal programs compliance centers and research development in areas of (1) parental support, (2) culturally appropriate assessments, (3) alternative education approaches, and (4) study groups on pedagogy.

Establishment of tribal learning centers for language and cultural preservation. These learning centers could promote American Indian/Alaska Native cultural attributes within tribes and for the public. They could also assist tribes to define economic and social needs, create networks with educational institutions, provide technical assistance and training for school districts, as well as other opportunities for partnerships.

Assure a comprehensive education environment from early childhood to adulthood in Indian Education --

Early Childhood

Ensure Head Start eligibility for American Indian/Alaska Native, regardless of income and residency, and establish a 15% setside amount from Head Start sources to assure that all American Indians/ Alaska Natives are able to receive services.

Availability of early childhood programs for all tribes and Indian communities in the Department of Education and Department of the Interior and Department of Health and Human Services.

Elementary and Secondary

Improving coordination of Federal Indian education funding by instituting a uniform and consistent funding cycle schedule of all programs long-term funding to reflect realistic planning, phased-in, progressive full program funding.

Safeguard current funding levels and allow for funds to fully implement Public Law 94-142 (Education for All Handicapped Children Act of 1975), Public Law 100-297 (The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988), and Public Law 101-477 (Native American Language Act).

Post Secondary

Support development and operation of Tribally Controlled Community Colleges. Create opportunities to allow for networks to be established, for research and advanced studies, as well as, non-Indian students to attend.

Address the vocational needs of American Indians/Alaska Natives including written assurances and documented plans by states.

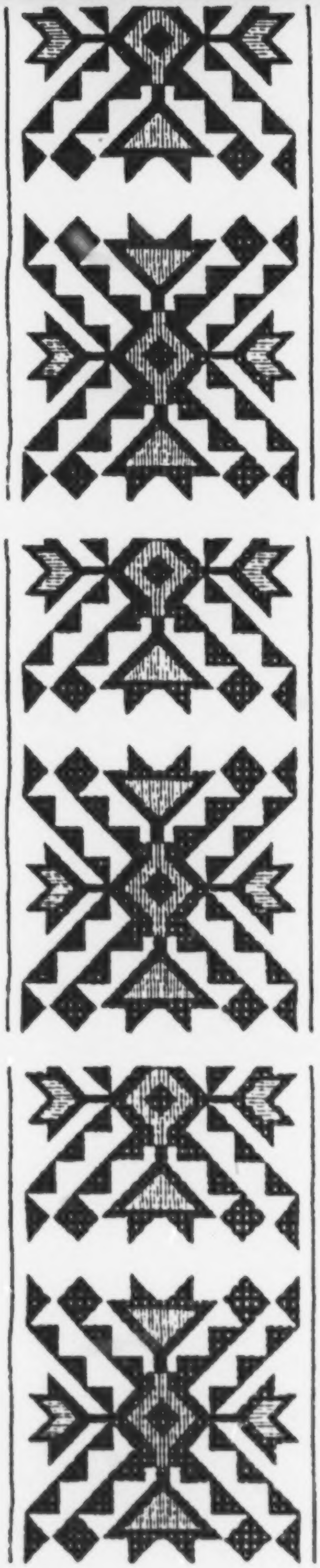
Conduct a comprehensive assessment of current policies and regulations for those services that meet cultural vocational and educational needs.

College and University

Financial aid for undergraduate and graduate study of American Indians/Alaska Natives should be viewed as guaranteed and should be written into policy at Federal and State levels.

The second level of review undertaken by the Task Force was to define long range and short range recommendations, critique recommendations for ramifications and present the resolutions in a context for each topic area to explain the issues. The context used for this analysis for policy implications and analysis includes presentation of the following areas: goals of analysis; parameters of the conference and issues; analysis, and conclusions.

The Task Force used the above review for the principle elements of the final report. In developing the final report several considerations were taken into account. The Task Force did not focus on problems of Indian tribes and communities effecting education outcomes, nor did the Task Force attempt to continue to identify additional reasons or causes for problems or conditions in Indian tribes or communities because numerous reports and studies already exist cataloging problems. The primary focus of the final report was to produce a document of action to address student needs and improve student outcomes in Indian communities. The final report is intended to be a blueprint for improvement, a road map to reaching goals of improved education that is relevant to the needs of American Indian nations.



Sauk and Fox

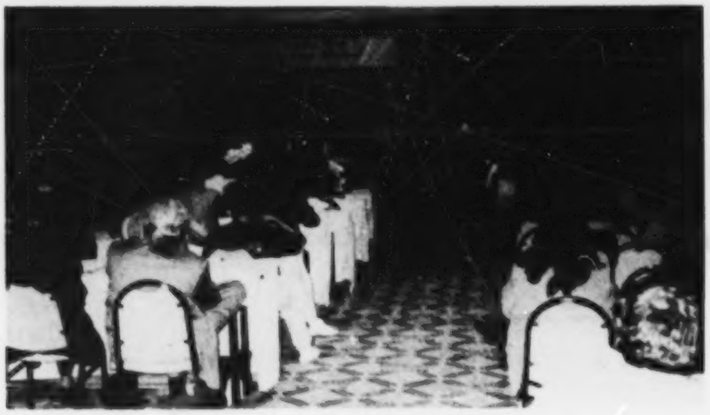
# CONFERENCE RESOLUTIONS AND ACTION PLANS

## CHAPTER FIVE

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

# CONFERENCE RESOLUTIONS AND PLANS OF ACTION

## PREFACE



### Overview

The issues contained in the eleven Topic Area papers were divided into seven categories:

1. Student Issues;
2. Family Issues;
3. Community/Tribal Issues;
4. Educational Institution Issues;
5. State Issues;
6. Federal Issues; and
7. Other Issues.

The purpose of the seven categories was to assist the Delegates in understanding the numerous issues and recommendations developed at the 30 State tribal and Regional Pre-Conference activities held in 1990 and 1991. The seven categories helped to consolidate and streamline similar issues of concern.

The seven category format provided the framework for focusing on the needs of the student, family and community as a primary goal. Other needs of other entities designed to address educational, state and federal issues, were also targeted and captured in the seven category format. It was the expectation that this format would provide a comprehensive, holistic overview.

The eleven topic areas encompassed extensive and diverse issues and recommendations, of which only the most important were addressed and adopted by the Delegates. The eleven topic areas are presented below:

1. Governance of Indian Education/Independent Board of Education;
2. Well-Being of Indian Communities and Delivery of Services;
3. Literacy, Student Academic Achievement and High School Graduation;
4. Safe, Alcohol/Drug Free Schools;
5. Exceptional Education;
6. Readiness for School;
7. Native Languages and Culture;
8. Structure for Schools;
9. Higher Education;
10. Native, Non-Native School Personnel; and
11. Adult Education and Lifelong Learning/Parental, Community and Tribal Partnerships.

Volume II, the Appendices, contains the State Summary Report and the Pre-Conference Recommendations.

The Delegates were asked to undertake a tremendous task in the development and adoption of resolutions and plans of action. There were many issues brought to the Conference as well as recommendations under each topic area. It was not possible for the Delegates to act upon every concern or recommendation because of the extensive and diverse issues. Time constraints of the work sessions also added to the challenge of adopting resolutions and plans of action.

Additionally, the Delegates were expected to focus on how issues and recommendations could be translated into policy issues of national concern. This difficult effort resulted in many specific recommendations from the Pre-Conference Recommendation papers not being directly addressed. Of those recommendations that are not adopted by the Delegates, many could be accomplished if the larger policy issues and recommendations are implemented.

> *"We're talking about laying the groundwork for the redefinition and restructuring of Indian education."*
>
> Mr. Bordeaux (WHCIE Co-Chair)

The Delegates who comprised each topic area work session were reflective of the diverse and broad array of expertise present in the conference. Each Delegate brought their own unique perspectives to the issues under discussion. These differing views, based on the various levels and locales represented and the specific disciplines held, ultimately combined to produce the work session recommendations which were forwarded for consideration. These recommendations were then reviewed and voted on for adoption. While the Delegates were able to bring their many insights together in a proactive and constructive manner, it required initial debate to determine how best to accomplish this blending of ideas to produce a final work product.

The Delegates who participated in each work session drafted the proposed recommendations for the conference's consideration. The Delegates included individuals who represented tribes and tribal organizations, tribally controlled colleges, different types of educational institutions, federal and state officials, parents and students. Their responsibilities and knowledge encompassed areas such as early childhood, elementary and secondary education, exceptional education, higher education, health promotion/disease prevention, adult education. There were approximately 21 Delegates who participated in each topic's work session.

Other factors that added to the complexity of developing recommendations were the numerous overlapping and duplicative issues within and without, each topic area. There were common areas of concern expressed in many of topic areas which cut across all of the categories of Student family/community/educational institution/state/federal/other needs and issues. These common areas of concern included:

1. Program Accountability, Compliance and Performance;
2. Program Funding and Flexibility;
3. Institution Accreditation and Teacher Certification;
4. Local Control and Tribal Codes.
5. Personnel Recruitment and Retention; and
6. Student and Family Support Services.

It is important to note that the specific implementation angles that were adopted were reflective of the level such issues were portrayed within its larger goal. For example, in "Well-Being of Indian Communities", the topic paper's focus was comprehensive and holistic health proposals, health services flexibility and requirements.

Some pre-conference recommendations were amenable to consolidation and were joined together with other key issues to form one major resolution. There were also resolutions which were self-explanatory and did not require an plan of action to provide further guidance on implementation strategies and priorities. Developing, or not developing, an plan of action to accompany a resolution was a very individualized decision for each group and relative to the recommendation's overall thrust. When a resolution was both clear and self-contained, this condition generally predicated the absence of a plan of action.

The Delegates had received, both during their orientation and, subsequently, during their first work session, forms designed to aid them in crafting a strategy for implementation of proposed recommendations. These strategies were what were known as "Plans of Action". The forms for these plans of action were designed in graph and outline structure. Most work group sessions utilized the graph format, but, in some instances, the outline struct was utilized instead. Both forms are intended to aid in understanding the intent of the adopted recommendation by the specificity or guidance it concerned.

## Work Session Activity & Results

Each work session was structured to allow Delegates to concentrate on the development of solutions and plans of action for Indian education issues of concern. Many of the Delegates in this topic area's work session were experienced instructors and facilitators themselves. Each Delegate had strengths and area of specialty which enabled them to appreciate the need for discovering commonalities of concern and proposed solutions.

In order to create an atmosphere which enhanced the strengths and capabilities of the Delegates to better focus on issues, and not process, the conference attempted to create a "township meeting" forum. To accomplish this the work sessions were staffed by four team members with specific purposes. The work sessions were provided facilitators (primary and secondary), resource experts (primary and supporting), administrative assistants, and computer note-takers (primary and secondary). These work session teams were expected to provide assistance in facilitating the sessions by lending their expertise, when necessary, to ensure that all relevant background facts and data were available to the Delegates. The work session team members also had their areas of expertise relevant to the purpose of the Conference and their assigned work session topic area.

In the early stages of the work session activities, some Delegates and observers were confused as to the role of the primary facilitator. Some Delegates thought the role of the facilitator was to lead the work session discussions by being the expert in the field. However, the main purpose of the primary facilitator was to keep the flow of the discussion moving in an orderly, systemic way so that the best use of time was observed. The facilitators were also to act as team leader for the work session staff and, then, be available as a source expert for the work session Delegates. The resource experts of the team were the individuals provided to assist the delegates, upon request, and act as the principal program and other information source to these sessions.

The administrative assistants were to capture the key points of the discussion on flip charts, and other similar tasks, to help the delegates avoid spending time or energy on functional details that could disrupt the dialogue and consensus building. These administrative assistants were also professionals with expertise in their respective topic areas and were available, on request from their team leader and delegates to provide further expert assistance.

> *"I want to thank all of you for your personal committment in improving those educational opportunities for our Indian and Alaska Native children."*
>
> Secretary Manuel Lujan (DOI)

The computer note-takers were provided to each topic work session to actually record the proposed recommendations and accompanying action plans that the work group proposed, developed and adopted. There were two note-takers provided for each work group, as this task was the most exacting aspect of the team's responsibilities. Additionally, these computer note-takers participated in the full assembly activities to record the adoption of the final resolutions and plans of actions.

The work session team members were recruited from several agencies and organizations: Federal, state, tribal and Indian organizations, at the national and local levels. It was a testament to their professionalism and capabilities that, when assigned to a particular topic area session and with individuals that they had not previously met, they very ably performed their assignments and contributed significantly to the work product outcomes.

# TOPIC 1: Governance of Indian Education
# Independent Board of Education

## INTRODUCTION

### Overview

The issues contained in this topic area paper were divided into seven categories. A major exception to this format was the second half of this Pre-Conference Topic Paper on "Governance of Indian Education/Independent Board of Indian Education. The feasibility of establishing an independent Board was statutorily mandated under P.L. 100-297, and the Task Force kept this issue as a distinct and separate component.

For this topic area, there was the repeated concern expressed that tribes, educational institutions, states and the Federal government uphold tribal control over Indian education issues and programs. This concern was modified by the proposed level targeted for action, such as tribes should develop and adopt codes, while state and Federal agencies should fund tribes to develop, strengthen and implement codes and programs.

Also, there were some very strongly worded resolutions which addressed the independent Board of Indian Education and the call for an Executive Order reaffirming the United States-Tribal trust relationship. These resolutions were so major and preeminent, that additional guidance was stated within the resolutions themselves, rather than in accompanying plans of action.

### Work Session Activity & Results

When the Governance work session was convened, the primary facilitator reviewed the process designed to assist the delegates in achieving the resolution and action plan goals. Following this process review, it was also necessary to review the background to the statutorily directed topic recommendation of the independent Board of Indian Education feasibility proposal.

After the review of the work session and background had been conducted, the Delegate group was asked to begin to share their ideas on what the topic subject, governance, conveyed to them. Specifically, the facilitator asked the group for their definition of Governance to determine the universe of what these Delegates considered important to this goal. It was necessary for their group to understand the different perspectives on what governance meant to each of them, prior to undertaking the more specific tasks of formulating strategies to improve, strengthen or achieve governance of Indian education.

Many of the synonyms that were proposed by the Delegates to define governance were: control, funding, accountability, and sovereignty.

Terms that were brought forward by these Delegates to identify the barriers to true governance were: Bureaucracy, lack of money, lack of votes, politics, oppression, ignorance, regulations, lack of vision. The effort to identify both the character of governance and those barriers to true governance, greatly helped the work session focus on the major issues within the preconference recommendations arrayed for their review and action.

Other key points discussed in this session were how to instill in today's systems the local control precept and mechanism, that was expressed by one delegate as a traditional policy making facet. Further, the delegates voted near unanimously on the first day, 20 to one, that they believed that education was a trust responsibility on the part of the United States. The majority also believed that there was sufficient information available to the Congress and the Executive Branch on their community needs and tribally-proposed solutions, but that, often, no one was listening. The absence of a strong advocate on behalf of Indian education, reflecting tribally determined needs, was identified as an issue of concern but one that did not require "reinventing the wheel".

In summary, the primary issues proposed by this work group included some very broad, national policy recommendations and some very specific actions. The themes to these issues were the need for tribal control of Indian education, strengthening and reenforcing tribal capability for such control, and the need for an Executive Order reaffirming federal responsibility for Indian education.

The means or mechanisms proposed to achieve the goal of true governance included more funding for all programs, an inventory of available resources, an evaluation of the effectiveness of the existing programs or resources, and funding and resource commitment by the United States for the establishment of tribal education departments, development of tribal education codes and plans. In the evaluation of the effectiveness of programs and resources, there was the additional concern on the means developed to address deficiencies. Specifically, when these programs required modifications or new methods, that there be provided an opportunity for greater participation in the decision-making by Indian people to meet the educational needs of their communities.

In this area, the Delegates were able to provide valuable insight into their perspectives on the many issues of concern raised. It was also true, that with the various constraints to this process, that some resolutions and plans of action were not as conclusive as preferred by the delegates. It is important to place this topic area's work product in the context of the enormous number of issues confronting the delegates, as well as the diversity of view represented in the recommended resolutions and plans of action.

These resolutions and plans of action should be viewed as dynamic documents which have provided the foundation for additional, future activity. The plans of action, in particular, should not be viewed as rigid instructions, since the assumptions utilized by the delegates in the formulation of their recommendations were premised on many variables subject to changing circumstances.

# White House Conference on Indian Education

## RESOLUTION #1-1
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential; and,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more responsive to the needs of Indians; and,

WHEREAS, pre-White House Conference recommendations were developed from the State pre-White House Conference meetings and reviewed by the assembled delegates; and,

WHEREAS, the delegates have reviewed the following recommendation:

"That the Bureau of Indian Affairs (BIA) immediately request an eight (8) million dollar supplemental appropriation to alleviate FY 92-93 ISEF and Student transportation shortfalls due to the BIA underfunding."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation without an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C., on January 22-24, 1992, with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White house Conference on Indian Education

## RESOLUTION #1-2
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled delegates,

WHEREAS, the delegates have reviewed Recommendation:

"To oppose a proposal by the BIA Reorganization Task Force to place the Johnson-O'Malley Program on the Indian Priority System effective in FY '93."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Action Plan "That the Johnson-O'Malley Program not be banded and put on the Indian Priority System (IPS)."

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION 1-3
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23 and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential; and,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians; and,

WHEREAS, pre-White House Conference recommendations were developed from the State pre-White House Conference meetings and reviewed by the assembled delegates; and,

WHEREAS, the delegates have reviewed the following Recommendation:

THEREFORE, BE IT RESOLVED, that Federal legislation be enacted to authorize all tribes that have developed the capabilities, to exercise tribal authority over all Federal education functions, programs, and services on their respective reservations and Indian communities. The legislation shall provide adequate fiscal support, in accordance with P.L. 100-297, to develop, implement, and maintain tribal departments of education.

Also that tribes have the prerogative and option, in accordance with their sovereignty, codes, and plans, to receive all Federal funds generated within the respective tribal jurisdictions and territories.

This authority would allow for the development of a plan ning process whereas tribal members would be consulted to develop codes and standards which reflect the cultural values of the respective tribes.

NOW THEREFORE BE IT RESOLVED, that the above recommendation be adopted with the accompanying Conference Outcome - Plans of Action, "01-03".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# CONFERENCE OUTCOME

**ISSUE:** ACTION PLAN ACCOMPANYING RESOLUTION # 1-3

| LEVELS | RECOMMENDATIONS | ACTION/STRATEGY PLAN | |
|---|---|---|---|
| | | LONG RANGE | SHORT TERM |
| **Tribal/Local/ Community** | Federal legislation be enacted to authorize Tribal control of all education functions on or near Indian reservations. This includes the authority to establish and enforce Tribal codes which apply to accreditation and certification of schools and personnel. That Tribes receive fiscal support to develop, implement, and maintain Tribal Departments of Education. | That regulatory/ statutory authority be authorized at such time when PL 100-297 is amended. That PL 100-297 be amended to authorize Tribes to develop and implement statutory authority over all education programs funded by the Federal government. | That such sums as necessary will be appropriated for Tribal Departments of Education for FY '92. |
| **Educational Institutional** | | | |
| **State** | | | |
| **Federal** | | | |

# White House Conference on Indian Education

## RESOLUTION #1-4
## PREAMBLE

The White House Conference on Indian Education was convened on January 22,23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS,

1. The special rights and the unique government-to-government relationship of Indian Tribes and Alaska Native villages with the Federal government, premised on the inherent sovereignty of Indian Nations, are affirmed by the United States Supreme Court decision, treaties, Federal statutes, and Executive Orders; and

2. The U.S. Congress, under the constitution of the United States, has a special trust relationship and obligation to American Indians and Alaska Natives, and

3. Historically the Federal government, through treaties, statutes, and case law, has acknowledged its formal and legal role in the education of American Indians and Alaska Natives.

4. The U.S. Congress authorized the President of the United States to call the White House Conference on Indian under Part E., Title V, Public Law 100-297, as amended.

5. P.L. 100-297 reaffirms the Congressional declaration that the Government of the United States through its special relationship ensure quality educational opportunities to all American Indians and Alaska Natives; and

6. Many Federal educational programs that directly affect Indian education are being considered for re-authorization by Congress in 1993 which will be subject to annual appropriatio ns, and various new initiatives designed to improve education in America are being considered for the first time; and

7. Some existing Federal programs specifically address Indian/Alaska Native educational needs while others indirectly benefit Indian/Alaska Native education in general, there has been little or no focus on present and future needs of Indian/Alaska Native education in the discussion of American 2000 and other new initiatives being debated in Congress; and

8. George Bush has the authority to issue Executive Orders to ensure that all executive officers and agencies fully implement, within the parameters of existing law, his policy statements of June 1991 affirming the government-to-government relationships between the United States and Indian/Alaska nations and expressing his commitment to work towards enhancement of the sovereign states of the Indian/Alaska Native Nation.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. We, the Delegates convened for the 1992 White House Conference on Indian Education, on behalf of the Indian/Alaska Native communities and the young people we represent, hereby unanimously request and urge the President of the United States to issue an Executive Order formalizing his statement of policy on tribal sovereignty and personally to reaffirm the United State's trust responsibility to Indian/Alaska Native Nations, the U.S. government-to-government relationship with tribal government, and the U.S. commitment to local tribal control of schools (self-determination); and

2. This Executive Order should include a prompt and thorough inventory and review of all resources of executive offices and agencies that directly or indirectly affect Indian/Alaska Native education from early childhood to continuing education adult programs, especially those programs due for re-authorization in 1993; and

3. This review should provide evaluations of Federal resources and existing laws, rules and regulations governing federal services to more effectively enhance the sovereignty of Indian/Alaska Native nations and fully implement their initiatives to improve and enhance the education of their young people while maintaining their cultural integrity; and

4. That legislation be enacted to provide direct financial support to tribal governments for establishing tribal departments of education, development of educational blueprints and tribal codes and/or ordinances governing education.

BE IT FURTHER RESOLVED, that this resolution be submitted to the leadership of both Houses of the United States Congress for its consideration and implementation; and further, that this resolution also be submitted to all presidential candidates and leadership of the Democratic and Republican parties.

THEREFORE, BE IT FINALLY RESOLVED, that the White House Conference on Indian Education vigorously pursue the dissemination of the true character of the Federal/Indian relationship to ALL Federal agencies that deliver education services to American Indians and Alaska Natives.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #1-5
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential; and,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more responsive to the needs of Indians, and to explore the feasibility of establishing an Independent Board of Indian Education; and,

WHEREAS, pre-White House Conference recommendations were developed from the State pre-White House Conference meetings and reviewed by the assembled delegates; and,

WHEREAS, the Delegates are opposed to the planning or implementation of an Independent Board of Indian Education. The Delegates deem such a concept to be contrary to tribal self-determination and sovereignty. In addition the Delegates perceived the process to be inappropriate without consultation with Indian/Alaska Native Tribes. The purpose of the Independent Board of Education is unclear and would be ineffective and redundant if given an advisory role. Given regulatory authority such a Board would undermine the tribal sovereignty and the government-to-government relationship between tribes and the United States Government (and various States) as established by treaties and law:

NOW THEREFORE BE IT RESOLVED no further planning nor implementation of any Independent Board of Indian Education be considered by the delegates to the White House Conference on Indian Education; and,

BE IT FURTHER RESOLVED that P.L. 100-297 be amended to delete this proposed action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# TOPIC 2: WELL-BEING OF INDIAN COMMUNITIES/ DELIVERY OF SERVICES

## INTRODUCTION

### Overview

The issues contained in this topic area paper were divided into seven categories. The purpose of the seven categories was to assist the Delegates in understanding the numerous issues and recommendations developed at the 30 State and Regional Pre-Conference activities held in 1990 and 1991. The seven categories helped to consolidate and streamline similar issues of concern.

The work products from this topic area included resolutions which addressed the need for a holistic and comprehensive effort to protect and ensure the well-being of Indian communities. The work session group for this topic clearly felt that the well-being of the whole community was intrinsic to improved student outcomes, both educational and social. The goals of improved student outcomes and community benefits were also expected to be achieved when efforts were undertaken in a culturally appropriate manner.

### Work Session Activity & Results

When this work session was convened, the Delegates were given an overview of the process designed to assist them in achieving their goals. These Delegates produced several recommendations, many with accompanying plans of action developed after indepth discussion and other work session activities. The approved resolutions and plans of actions were eventually presented to, and adopted by, the assembly of Delegates on the final day of the conference.

The primary themes of this topic area addressed how student needs and improved student outcomes could be achieved in comprehensive and holistic ways. In particular, one concern and recommendation focused on how best to provide students with life coping skills, counselling in academics, substance abuse, family issues and other counselling services in a positive and culturally relevant manner. These types of assistance were viewed as basic elements to an effective student support system.

Another student need that was identified was the protection, under the First Amendment, of student rights to practice their tribal religious beliefs and observances of special days/events. The delegates felt that this resolution was completely in accord with P.L. 95-341 American Indian Religious Freedom Act.

Another indicator of the comprehensive nature of this work session's efforts was the resolution recommending that student needs be targeted from early childhood through to higher education. It was also recommended that while the needs of students of all ages and grades be served, that the effectiveness of these services be ensured by the measurement of, and accountability for, positive student outcomes such as graduation, productive citizenship, and non-dependency on support systems.

Specific mechanisms to achieve the goals established within these recommendations included:

- Enforcement of the Indian Religious Freedom Act;
- Adequate funding and uniform funding cycle for all educational services;
- Utilization of American Indian/Alaska Native (AI/AN) personnel;
- Community control, through their identification of needs;
- Authority for purchasing legal representation to school boards; and
- Establish an Indian Head Start set-aside and provide for a waiver of the income eligibility requirement.

In this area, the Delegates were able to provide valuable insight into their perspectives on the many issues of concern addressed. It was also true, that with the various constraints to this process, that some resolutions and plans of action were not as conclusive as preferred by the delegates. It is important to place this topic area's work product in the context of the enormous number of issues confronting the Delegates, as well as the diversity of view represented in the recommended resolutions and plans of action.

These resolutions and plans of action should be viewed as dynamic documents which have provided the foundation for additional, future activity. The plans of action, in particular, should not be viewed as rigid instructions, since the assumptions utilized by the Delegates in the formulation of their recommendations were premised on many variables subject to changing circumstances.

# White House Conference on Indian Education

## RESOLUTION # 2-1

## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendations:

1. American Indian/Alaska Native students will have the opportunity for improved counseling services. These services would include life coping skills, mental health counseling, traditional healing practices involving tribal/community support.
2. American Indian/Alaska Native students will have the opportunity for support services which includes funding, services, and trained professionals regardless of residency. This is to include the need for parent day care programs and specialized classes for Indian students and health screening.
3. Retention of Native students must be a priority. Plans to increase counseling and academic services for support of Native students to succeed is necessary. High standards and expectations are a must for Native students and we must emphasize quality and academic preparation. Native students must be encouraged to reach high goals and receive instruction and academic counseling. This is from early childhood to higher education.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plans of Action for Student Issues for Resolution # 2-1.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**TOPIC AREA #2**
WELL BEING/DELIVERY OF SERVICES

## CATEGORY: STUDENT ISSUES FOR RESOLUTION #2-1

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/Interim | Long Range/Continuing |
| **Tribal/Local/ Community** | Retention of Native students must be a priority. Increase counseling and academic services for support of Native students to succeed. High standards and expectations are a must for Native students and we must emphasize quality and academic preparation. Encourage high goals and receive instruction and academic counseling from early childhood to higher education. | 1. Give students and opportunity for improved counseling services to include life coping skills, mental health counseling, traditional healing practices involving tribal/ community support.<br>2. Students have opportunity for support services which includes funding, services, and trained professionals regardless of residency. Include day care programs, specialized classes and health screening. | 1. Staff (counselors) should not have other duties.<br>2. Inadequate funding. | 1. Develop a system which would improve the utilization of funds.<br>2. Conduct statistical studies on Indian students/needs.<br>3. Address Education as a top priority.<br>4. Open facilities year round for community activities. | 1. Examine JOM funding and use to determine best use and unmet needs.<br>2. Conduct statistical studies on Indian students/needs to determine best use and unmet needs.<br>3. Increase appropriations<br>4. Establish partnerships between agencies to assure comprehensive services. | 1. Study existing facilities and need for additional facilities for non-BIA.<br>2. Supplemental funding for renovation for existing schools and new schools where necessary for BIA. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Educational Institution**<br>PAGE 2 OF 3 FOR RESOLUTION #2-1 | | | 1. Inadequate funding.<br>2. Not aware of student needs.<br>3. Insensitive to student needs.<br>4. Lack of certified staff.<br>5. Not enough programs or american Indian Alaska Native students in existing programs.<br>6. Service delivery limitations (geographic mandated services) | | | |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| **State** |  |  | 1. Insensitivity to student needs<br>2. Not aware of student needs.<br>3. Lack of cooperation between tribes.<br>4. State budget cuts impact or stop services. |  |  |  |
| **Federal** |  |  | 1. Lack of coordination and duplication of services.<br>2. Dissemination of funding information in a timely manner.<br>3. Not continuing demonstration/pilot project funding.<br>4. Failure to fund administrative cost. |  |  |  |

PPAGE 3 OF 3 FOR RESOLUTION #2-1

# White House Conference on Indian Education

## RESOLUTION #2-2
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

1. Assure accountability and safeguard funding and other resources (staff/facilities) to tribes and tribal organizations.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plans of Action for State Issues for Resolution #2-2.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

PAGE 1 OF 1 FOR RESOLUTION #2-2 (1 OF 2 ACTION PLANS)

### TOPIC AREA #2
### WELL BEING/DELIVERY OF SERVICES

**CATEGORY:** STATE ISSUES - I FOR RESOLUTION #2-2 (1 OF 2 ACTION PLANS)

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| State | Assure accountability and safeguard funding & other resources (staff/facilities) to tribes and tribal organizations | | | | | |
| | | | | | | |
| | | | | | | Fund and continue support for process. |
| | | | | | | |

PAGE 1 OF 1 FOR RESOLUTION #2-2 (2 OF 2 ACTION PLANS)

## TOPIC AREA #2
## WELL BEING/DELIVERY OF SERVICES

**CATEGORY:** STATE ISSUES - II FOR RESOLUTION #2-2 (2 OF 2 RESOLUTIONS)

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| Tribal/Local/ Community | | | | | | |
| Educational Institutional | | | | | | |
| State | Assure accountability & safeguard funding and other resources (staff/facilities) to tribes and Tribal Organizations. | | Individual philosophy of agencies and agency staff. | Establish channels for accountability assurance. Orient all staff on requirements. | Comply with existing requirements for us of Indian education funds and not supplant program development funds. | Assure that adequate funds as provided on a calendar year on a 3-5 year cycle to ensure program stability to develop programs and hire staff and implement plans before the coming school year. |
| Federal | | | | | | |

# White House Conference on Indian Education

## RESOLUTION #2-3
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendations:

1. There should be a uniform funding schedule for all educational programs on a calendar year basis for planning purposes.
2. Identify funds for tribes to establish a local education and educational support services plan.

THEREFORE, BE IT RESOLVED, that the above recommendations be adopted with the accompanying Plans of Action Federal Issues for Resolution #2-3.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## TOPIC AREA #2
## WELL BEING/DELIVERY OF SERVICES

| **CATEGORY:** FEDERAL ISSUES - I FOR RESOLUTION #2-3 (1 OF 2 ACTION PLANS) | | | | | | |
|---|---|---|---|---|---|---|
| **LEVELS** | **RECOMMENDATION** | | **LEVEL OF ACTION REQUIRED** | **STRATEGY** | | |
| | | | | **ACTION STEPS REQUIRED** | | |
| | **Primary Goal** | **Secondary/Supporting Goals** | **Issue and/or Barrier** | **Immediate or Self-Effectuating** | **Short Term/ Interim** | **Long Range/ Continuing** |
| | | | | | | |
| **Educational Institutional** | Identify funds for tribes to establish a local education and educational support services plan | | | Past practices need to be abolished or changed to make way for new methods. Personnel should be oriented to provide assistance to implement this change. | | |
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|---|---|---|---|---|---|---|
| **Federal** | There should be a uniform funding schedule for all educational programs on a calendar year basis for planning purposes. | The funding should be established on a 3-5 year cycle to assure program stability. | State current practices. Legislation and Quarter system for colleges. | Have educational programs develop plans on a calendar year schedule for the initial 3-5 year cycle. | 1. Establish a time frame to implement this recommendation.<br>2. Appropriate funds for programs on this basis. | 1. Establish a review of progress on this recommendation in two or three years and provide revision a needed. |

PAGE 2 OF 2 FOR RESOLUTION #2-3 (1 OF 2 ACTION PLANS)

FOR RESOLUTION #2-3 (2 OF 2 ACTION PLANS)

**TOPIC AREA #2**
WELL BEING/DELIVERY OF SERVICES

| CATEGORY: FEDERAL ISSUES - II FOR RESOLUTION #2-3 (2 OF 2 ACTION PLANS) | | | | | | |
|---|---|---|---|---|---|---|
| **LEVELS** | **RECOMMENDATION** | | **LEVEL OF ACTION REQUIRED** | **STRATEGY** | | |
| | | | | **ACTION STEPS REQUIRED** | | |
| | **Primary Goal** | **Secondary/Supporting Goals** | **Issue and/or Barrier** | **Immediate or Self-Effectuating** | **Short Term/ Interim** | **Long Range/ Continuing** |
| | | | | | | |
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| | | | | | | |
| **Federal** | Identify funds for tribes to establish a local education and educational support services plan. | | Legislative Barrier of no funding for this activity.<br>Barrier of no lead agency identified to accomplish. | Executive Order or Congressional appropriateness and mandate for this plan with time frames set. | Review current Agencies/Programs for discretionary or other outside (foundation) funding source. | 1. Prepare legislation to ensure funds & requirements for educational plans to be established.<br>2. Establish a plan for funds to be directed to local Tribes/Organization. |

# White House Conference on Indian Education

## RESOLUTION #2-4
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, recognition of American Indian religious ceremonies as they fall throughout the lunar year must be recognized as a basic human right of each American Indian/Alaska Native student attending any educational institution, recognizing that American Indian/Alaska Native religious ceremonies are as important and equal to Judaic Christian ceremonies and religious holidays.

THEREFORE, BE IT RESOLVED:

1. That equal time be given to American Indian/Alaska Native students to practice and take part in and celebrate their religous ceremonies; and

2. That all educational programs to receive federal funds shall adhere to the Indian Religious Freedom Act consistent with the United States Constitu;tion, the United States Supreme Court precedent, and congressional enactment.

THEREFORE, BE IT FURTHER RESOLVED, that the above recommendation be adopted with the accompanying Plans of Action - Other Issues for Resolution #2-4.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

Page 1 of 2 for Resolution #2-4

### TOPIC AREA #2
### WELL BEING/DELIVERY OF SERVICES

## CATEGORY: OTHER ISSUES FOR RESOLUTION #2-4

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/Interim | Long Range/Continuing |
| **Tribal/Local/ Community** | | | Be adamant that all educational programs adhere to the law. | | | |
| **OTHER** | All educational programs who receive federal funds should adhere to the Indian Religious Freedom Act. | That equal time be given to American Indian/Alaska Native students to practice in religious ceremonies. | | 1. Notify again all programs about requirements.<br>2. Provide orientation to program staff at all levels of requirements | Develop materials/ orientation on requirements.<br>2. Fund training sessions on the law for program staff. | Assure annual orientations take place on an ongoing basis. |
| **Educational Institutional** | Same | Same | Lack of awareness of requirements. Lack of emphasis on requirement. | | | |

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| **State** | Same | | Same as Above | | | |
| **Federal** | Same | | Lack of enforcement/ emphasis on compliance. | | | |

Page 2 of 2 for Resolution #2-4

# White House Conference on Indian Education

## RESOLUTION #2-5
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian/Alaska Native students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians/Alaska Natives,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

1. There be Indian/Alaska Native education and administrative professionals involved in the education of Indian/Alaska Native youth.
2. Integrate Indian/Alaska Native history and culture as an ongoing part of mainstream curriculum.
3. There should be accountability for student outcomes and meeting of educational goals and objectives from early childhood through adult programs.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plans of Action for Education/Institutional Issues for Resolution #2-5.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

PAGE 1 OF 2-5 (1 OF 3 ACTION PLANS)

## TOPIC AREA #2
## WELL BEING/DELIVERY OF SERVICES

CATEGORY: EDUCATION INSTITUTIONAL ISSUES I FOR Resolution 2-5 (1 of 3 Action Plans)

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| **Tribe/Local/ Community** | | | A. Lack of input to the educational process.<br>B. Lack of awareness on how to impact this issue. | | | |

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| **Educational Institution** | There should be Indian educational and administrative professionals involved in the education of Indian youth. | Educational institutions should be sensitive to the needs of Indian students including cultural and traditional issues which impact on the learning process. | A. Lack of awareness of special needs of Indian students.<br>B. Lack of knowledge and/or motivation to identify and address barriers. | 1. Compensation including Pay scales for teachers of American Indian and Alaska Native students should be researched and reviewed.<br>2. Recruitment efforts for Indian professionals should be established as a priority and funding identified or set aside for state and federal/private schools.<br>3. Establish orientation on sensitivity issues for staff. | 1. Establish and coordinate the incentives programs for Indian professionals to servethe Indian population (loans, scholarships, bonuses)<br>2. Ensure compliance with hiring preference laws. | 1. Provide for periodic (3-5 years) review of progress.<br>2. Establish one American Indian Alaska Native office or program to coordinate all scholarships & other incentives to centralize the opportunities for American Indian Alaska Native professionals to serve their people. |
| **State**<br>Page 2 of 2-5 (1 of 3 Action Plans) | same | same | SAME AS ABOVE. | | | |

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|---|---|---|---|---|---|---|
| Federal<br>Page 3 of 2-5 (1 of 3 Action Plans) | same | same | Lack of mandate and appropriations to address this issue. |  |  | 1. Provide for periodic (Every 3-5 years) review of progress.<br>2. Establish Agency or program to coordinate all scholarships & other incentives to organize the opportunities for Indian professionals to serve Indian people. |

Page 1 of 2-5 (2 of 3 Action Plans)

## TOPIC AREA #2
## WELL BEING/DELIVERY OF SERVICES

| CATEGORY: EDUCATION INSTITUTIONAL ISSUES II FOR Resolution 2-5 (2 of 3 Action Plans) | | | | | | |
|---|---|---|---|---|---|---|
| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
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|---|---|---|---|---|---|---|---|
| **Educational Institution** | Integrate Indian history culture as an ongoing part of mainstream curricula. | Use local tribal resources (leaders ) as role models and teachers. | A. Identify appropriate curricula for inividual areas/tribes.<br>B. Work with local tribes to reduce/ eliminate barriers to certification of elders as teachers. | Federal Mandate Executive Order Congressionally for educational programs to implement this recommendation and set timeframes for implementation. | A. Identify elders to be teachers of culture.<br>B. Identify books and materials which accurately describe Indian history.<br>C. State textbook adoption committee must include tribal American Indian/Alaska Native representative<br>D. State/Fed and tribal officials should meet to ensure AI/AN inclusion in the curriculum.<br>E. Identify and develop accurate materials | Fund ongoing teaching and preparation of materials. |
| **State** | | | State certification boards should review requirements to comply with | | | |

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|---|---|---|---|---|---|---|
| **Federal** | | | Lack of a funding mechanism to enforce this recommendation | | | |

Page 3 of 3 for Resolution 2-5 (2 of 3 Action Plans)

Page 1 of 2-5 (3 of 3 Action Plans)

**TOPIC AREA #2**
WELL BEING/DELIVERY OF SERVICES

## CATEGORY: EDUCATION INSTITUTIONAL ISSUES III FOR Resolution 2-5 (3 of 3 Action Plans)

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/Interim | Long Range/Continuing |
| **Tribal/Local/Community** | | | | | | |
| **Educational Institutional** | There should be accountability for student outcomes & meeting of educational goals and objectives from early childhood through adult programs. | | State/Federal/Tribal Legislative limitations Past practices staffing/funding.<br>American Indian/Alaska Natives are not identified by all schools. | Review Current student data. Reviews goals WHCIE & needs to accomplish goals. | Develop plans to upgrade performance with tribal/organization input.<br>Establish data bases on American Indian Alaska Natives and their performance | Fund/Support Programs & new institutions to accomplish both high achievement & raise levels of all students to full competency. |
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# White House Conference on Indian Education

## RESOLUTION #2-6
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendations:

1. Set aside funds for Head Start that will include full funding for early childhood services for all Indian organizations, both tribal, urban and rural regardless of income and residency.
2. Greater autonomy and independence be afforded to tribes and Indian/Alaska Native community based organizations to provide comprehensive integrated services that are school based.

THEREFORE, BE IT RESOLVED, that the above recommendations be adopted with the accompanying Plans of Action "Family Issues" for Resolution #2-6.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

Page 1 of 3 for Resolution #2-6

## TOPIC AREA #2
## WELL BEING/DELIVERY OF SERVICES

**CATEGORY:** FAMILY ISSUES FOR RESOLUTION #2-6

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| Tribal/Local/ Community | 1. Set aside funds for Head Start that will include full funding for early childhood services for all Indian organizations (tribal, urban and rural) regardless of income and residency.<br>2. Greater autonomy and independence be afforded to tribes and AI/AN community based organizations to provide comprehensive integrated services that are school based. | | Federal funds go to state which sets up competition between school districts or tribes. | 1. Tribe should have access to all funding sources (State/Federal for early childhood and headstart services regardless of income or residency.<br>2. Examine eligibility for services and establish a specific and uniform definition. | 1.Establish partnerships between tribes/agencies/schools serving AI/AN students.<br>2. Develop a plan for integrating services to assure comprehensive services for AI/AN students. | 1.Establish multi-year funding for educational services.<br>2. Establish tribal/tribal organization infrastructure to manage AI/AN education (from early childhood to adult)<br>3. Make AI/AN schools attractive to the student in terms of curriculum and facilities. |

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| **Educational Institutional**<br>**Page 2 of 3 for Resolution #2-6** | Same |  | 1. Reduce bureaucratic impediments for paperwork, state funding and service.<br>2. coordinate support services for students i.e. referrals for services.<br>3. There should be accountability for funds specifically allocated for AI/AN services. |  |  |  |

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| **State** | Same | | 1.There is overlapping/duplication of services<br>2.Increase local access by decreasing paperwork demands.<br>3. Quick response on applications/acceptance and funding. | | | |
| **Federal** | Same | | 1. Coordinate services for students.<br>2.There should be accountability for funds specifically allocated for AI/AN. | | | |

Page 3 of 3 for Resolution #2-6

# White House Conference on Indian Education

## RESOLUTION #2-7
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled delegates,

WHEREAS, the Delegates have reviewed Recommendations:

1. Communities define their own comprehensive needs. There be funding to provide quality services including parenting, mental health, social services, legal services and other unmet needs to ensure the education of community members. And to amend P.L. 100-297, which empowers local school boards to authorize and mandate funds for legal services to local school boards whose decisions may necessitate the hiring of a lawyer to represent them.

2. Facilities be adequate, comfortable, appropriate, accessible for students and year-round community activities.

3. Adequate funding be made available for existing facilities to be renovated or new construction when necessary to include maintenance costs.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action Community/Tribal Issues for Resolution #2-7.

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## TOPIC AREA #2
## WELL BEING/DELIVERY OF SERVICES

| **CATEGORY:** COMMUNITY TRIBAL ISSUES FOR RESOLUTION #2-7 | | | | | | |
|---|---|---|---|---|---|---|
| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY<br>ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |

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|---|---|---|---|---|---|---|
| **Tribal/Local/ Community**<br>Page 2 Of 3 for Resolution #2-7 | Communities should define their own comprehensive needs. These should include Quality Services, Parent Education, Social Services and other unmet needs.<br>2. educational facilities should be adequate, comfortable, appropriate and accessible to AI/AN for year round community activities.<br>3. Adequate funding should be made available for existing facilities to be renovated or new construction and should include maintenance costs. | | Lack of tribal infrastructure and knowledge to implement. | Make facilities accessible for year round community activities. | Review current facilities to determine needs for renovation and new construction.<br>Establish tribal infrastructure to address comprehensive community education needs. | Provide adequate funding to maintain and replace educational facilities<br>1. Study existing facilities and need for additional facilities for non-BIA.<br>2. Supplemental funding for renovation for existing schools and new schools where necessary for BIA. |

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| **Educational Institutional** | | | Inadequate and inaccessible facilities | | | |
| **State** | | | Lack of knowledge and motivation to address these issues. | | | |
| **Federal** | | | Lack of knowledge and motivation to address these issues and lack of funding. | | | |

# TOPIC 3: LITERACY, STUDENT ACADEMIC ACHIEVEMENT & HIGH SCHOOL GRADUATION

## INTRODUCTION

### Overview

The issues contained in this Topic Area paper were divided into seven categories. The purpose of the seven categories was to assist the Delegates in understanding the numerous issues and recommendations developed at the 30 State and Regional Pre-Conference activities held in 1990 and 1991. The seven categories helped to consolidate and streamline similar issues of concern.

The work products from this topic area included resolutions which addressed the need for local community control and involvement in all aspects, particularly in the decision-making process, of meeting their educational, cultural and community needs. Another major element that evolved from this topic area was the need to enhance and develop educational strategies and curriculum methodologies that are culturally relevant, promote positive student outcomes, and the requirement for program accountability.

### Work Session Activity & Results

When this work session was convened, the Delegates were given an overview of the process designed to assist them in achieving their goals. These Delegates produced several recommendations, many with accompanying plans of action developed after in-depth discussions and work session activities. They approved resolutions and proposed plans of action that were presented to, and eventually adopted by, the assembly of Conference Delegates on the final day of the Conference.

The primary themes of this topic area addressed strengthening Indian community involvement in the decision-making process over currently established programs and upholding self-determination of Indian education by making it relevant and meaningful to American Indians and Alaska Natives. Specifically, the resolutions upheld the tribe and Indian community's responsibility for identifying and determining the needs and direction of their communities. Further, tribes and Indian communities were expected to develop plans and strategies to address those needs.

Another related issue of concern, targeted by this work session group was strengthening local community authority over Federally-funded public school programs to make them accountable for student outcomes. The resolutions outline several levels of action to address this concern, incorporating a strong sense of re-enforcement of the self-determination preception.

For example, this work session group supported evaluation and assessment of student outcomes through new assessment instruments which would evaluate, in a more culturally sensitive manner, student performance. Also, it was expected that the community's influence and determination on what should be assessed would address the self-determination and community control concept. The Delegates identified indicators of positive and effective outcomes, such as increases in graduation rates, at all levels and utilization of culturally relevant curricula and materials.

Specific mechanisms to achieve the goals established within these recommendations included:

- Establishment of a National Study Group on Pedagogy;
- State Indian Advisory Boards for data collection and analysis, to evaluate the schools for accountability of funding equity, review of student outcomes, technical assistance, multi-services coordination, and to assist implementation of culturally and linguistically relevant programs in public schools;
- Establish Indian Focus Schools, with America 2000 funds;

- Develop partnerships and/or cooperative agreements amongst LEAs, state education departments, tribes and Indian and Alaska Native communities;
- Establish compliance centers for oversight on federally funded education programs and ensure AI/AN involvement;
- Establish parent support programs.
- Establish Research Centers for dissemination of information on innovative techniques and programs, to develop culturally appropriate instruments, techniques, programs, and accurate and relevant curriculum.

In this area, the Delegates were able to provide valuable insight into their perspectives on the many issues of concern addressed. It was also true, that with the various constraints to this process, that some resolutions and plans of action were not as conclusive as preferred by the delegates. It is important to place this topic area's work product in the context of the enormous number of issues confronting the Delegates, as well as the diversity of view represented in the recommended resolutions and plans of action.

These resolutions and plans of action should be viewed as dynamic documents which have provided the foundation for additional, future activity. The plans of action, in particular, should not be viewed as rigid instructions, since the assumptions utilized by the delegates in the formulation of their recommendations were premised on many variables subject to changing circumstances.

# White House Conference on Indian Education

## RESOLUTION #3-1
## PREAMBLE

WHEREAS, there are no set asides in all federal programs that impact children & families ; and

WHEREAS, the Federal programs have not established equitable funding formulas to address the varying needs of programs with different geographic cost differentials; and

WHEREAS, Federal programs do not provide an opportunity for programs to progress through planning, pilot and phase in periods, programs are not rewarded with long term funds based on program success; and

WHEREAS, national competition for federal funding has negatively impacted the quality of education for Indian/Alaska Native children and families; and

THEREFORE, BE IT RESOLVED, that funding formulas which include state weighing funding factors be established to assure equitable per pupil distribution; and

THEREFORE, BE IT FURTHER RESOLVED, that long term funding patterns include consideration for a sequence of funding reflecting realistic planning, pilot, phase in and full program funding progression; and

THEREFORE, BE IT FURTHER RESOLVED, that programs that yield successful student outcomes must be rewarded with long term funding; and

THEREFORE, BE IT FURTHER RESOLVED, that funds be appropriated on a regional need; and

BE IT FINALLY RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action "03-01".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

PAGE 1 OF 3 FOR RESOLUTION #3-1

## TOPIC AREA #3
## LITERACY, STUDENT ACADEMIC ACHIEVEMENT & HIGH SCHOOL GRADUATION

**CATEGORY:** **Funding FOR RESOLUTION #3-1**

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/Interim | Long Range/Continuing |
| Tribal/Local/Community | Educate congressional delegations to the need for set asides | Develop regional tribal/local community networks for lobbying purposes | Community differences communication breakdowns central coordination of efforts | Community Hearing Research and Data Gathering to assess needs | Inform congressional delegations of educational needs.<br>Meet with federal programs, administration and staff.<br>Discuss concerns and issues with SEA's | Research/Educate comprehensive data gathering |

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| **Educational Institutional** | Establish partnership between LEA's and local Indian communities to advocate for set aside | Resolutions of support from local school boards/PAC for set asides | Lack of trust and lack of strong working relation-ships | Develop local needs/data<br>Develop lines of communica-tion and commitment | Contact congres-sional delegations and ask for set aside authority | Develop educational plans which reflect budget processes |
| **State**<br>PAGE 2 OF 3 FOR RESOLUTION #3-1 | Establish a state advisory board on Indian education to support federal programs set aside | Partnership in the complying of research and data to support needs | Funding to develop advisory board<br>Lack of state support for Indian education | Resolution of support from state boards of education.<br>Partnership with LEA's in establishing needs | Become partners in advocacy to develop set asides | Accountabi-lity for the education outcomes for American Indian/Alaska Native students |

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|---|---|---|---|---|---|---|
| **Federal** | Increase and establish set aside in all federal funding using an equitable formula to accommodate varying geographic cost differences and that provides for a long term program funding based on program success | All federal programs will add appropriate amendment to legislation which enact these changes and appropriation funds on regional needs | Special appropriation required to implement. Coordination of all education programs and programs that impact education | All Federal programs will be reviewed and legislative amendments drafted, which includes:<br>1. Standards for state weighing funding factor<br>2. Standards for long term funding progression | Establish partnership between AI/AN communities and federal agencies within each of the program areas | Articulate and disseminate on model and successful programs. Establish commitment of continuous appropriations in all programs yielding successful student outcome |

PAGE 3 OF 3 FOR RESOLUTION #3-1

# White House Conference on Indian Education

## RESOLUTION # 3-2
## PREAMBLE

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential; and

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more reliant to the needs of Indians; and

WHEREAS, Pre-White Conference recommendation were developed from the State pre-White House Conference meetings and reviewed by the assembled Delegates; and

WHEREAS, the Delegates have reviewed recommendations; and

NOW, THEREFORE BE IT RESOLVED, that a National Study Group on Pedagogy in Indian Education be established; and

BE IT FURTHER RESOLVED, that this Study Group be comprised of Indian/Alaska Native professionals, practitioners, parents, students and tribal leaders; and

BE IT FURTHER RESOLVED, that Secretary of Education, Lamar Alexander, in his address to the delegates of the White House Conference on Indian Education, urged support and involvement in the America 2000 project; and

BE IT FURTHER RESOLVED, that funding for this Study Group be funded through the America 2000 program budget.

Be it finally resolved, that the above recommendation be adopted with accompanying Plan of Action "03-02".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## TOPIC AREA #3
## LITERACY, STUDENT ACADEMIC ACHIEVEMENT & HIGH SCHOOL GRADUATION

### CATEGORY: PEDAGOGY FOR RESOLUTION 3-2

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| Tribal/Local/ Community | | | | | | |
| Educational Institutional | | | | | | |
| State | | | | | | |
| Federal | Establish a National Study Group on Pedagogy in Indian Education | Establish a knowledge base that will:<br>1. Information/ influence PTPPs<br>2. Affect practice<br>3. Influence policy at federal, state, & local level<br>4. Partnerships with accrediting agencies | - Funding<br>- Autonomy<br>- Agencies, e.g.,<br>- BIA-IHS, accrediting agencies | Establish board membership criteria<br>- Secure funding for meetings & support services<br>- tribe, state, BIA, OIE, America 2000 | Nomination/ selection of members establish timeline schedule | Periodic meeting to refine update<br>1. Publish results<br>2. Dissemination<br>3. Implementation |

PAGE 1 OF 1 FOR RESOLUTION #3-2

# White House Conference on Indian Education

## RESOLUTION # 3-3
## PREAMBLE

WHEREAS, the Congress of the United States has proclaimed (P.L. 100-297) that Indian education is a tribal responsibility; and

WHEREAS, the tribal government therefore continues to recognize its responsibility for involvement and support for Indian education; and

WHEREAS, the historic experiences of Indian people in education has diminished and excluded the role of parents; and

WHEREAS, direct involvement by parents has been shown as a contributing factor in the academic success and self-esteem of Indian students; and

THEREFORE BE IT RESOLVED, that the Federal government in exercising of its trust responsibility shall require that each school and program receiving Federal funds ensure the participation of parents and tribal/community leaders in planning, evaluating, governing and assessing the operation and performance of educational programs; and,

BE IT FINALLY RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "03-03".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

TOPIC AREA #3

LITERACY, STUDENT ACADEMIC ACHIEVEMENT & HIGH SCHOOL GRADUATION

## CATEGORY: Assessment for Resolution #3-3

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| **Federal** | In exercise of its trust responsibility, the federal government shall require that each school and program receiving federal funds ensure the participation of parents and tribal/community leaders in the planning, evaluation, governing and the assessing of operation and performance of educational programs | Exercise of adequate monitoring to ensure that<br>-appropriate existing laws are enforced by tribes and/or school boards<br>-Cooperative agreements are adopted and exercised among tribes, schools and agencies affecting the education of indian students which clearly define the rates and responsibilities of each<br>-Adequate training for parents/tribes | Indian parents continue to be excluded from meaningful participation in their children's education | Federal educational programs shall develop and include as a "contractors assurance" forms verifying a grant or contract recipient's commitment to compliance with this requirement | Monitoring procedures will be established to ensure compliance<br>-training programs will be included as part of funded programs to inform parents communities and tribes of the roles and responsibilities | Longitudinal evaluation will demonstrate impact of approach upon student performance and program innovation |

# White House Conference on Indian Education

## RESOLUTION # 3-4
## PREAMBLE

WHEREAS, Standardized/Achievement tests do not accurately reflect the skills and knowledge of American Indians/Alaska Natives; and

WHEREAS, the unique characteristics of American Indian/Alaska Native are not recognized in the educational environment; and

WHEREAS, the results of such tests are used to prescribe education programs that penalize American Indian/Alaska Native children; and

WHEREAS, there is no research base to accurately prescribe education programs for American Indian/Alaska Native children.

THEREFORE BE IT RESOLVED, that alternative assessment instruments, that are culturally appropriate be used to assess performance of American Indian/Alaska Native children in addition to non-biased standardized test; and

THEREFORE BE IT ALSO RESOLVED, that Congress will appropriate monies to establish and maintain regional American Indian/Alaska Native Educational Research Centers for the dissemination of information on innovative techniques and programs. Continuous funding must be made available to prepare our students for the twenty-first century.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #3-5

## PREAMBLE

WHEREAS, all American Indian students would be assured of equal access to quality core curriculum and instruction and literacy and language and communications skills: and

WHEREAS, to develop self-esteem of American Indian Alaska Native students and to increase knowledge and understanding of the American Indian Alaska Native culture by the non-Indian population, students will have access the curriculum and material which provide accurate and relevant information on the language, history, and culture of the American Indian Alaska Native.

THEREFORE BE IT RESOLVED, that American Indian Alaska Native students will have access to curriculum and material which provides accurate and relevant information on the language, history, and culture of the American Indian Alaska Native.

Be it finally resolved, that the above recommendation be adopted with the accompanying Plan of Action, "03-05".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

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## TOPIC AREA #3
## LITERACY, STUDENT ACADEMIC ACHIEVEMENT & HIGH SCHOOL GRADUATION

### CATEGORY: #3-5 - INSTRUCTIONAL MATERIALS

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| **Tribal/ Local/ Community** | American Indian tribes and local communities will be primary partners in the development of American Indian instructional materials. | American Indian tribes and communities will be partners in the implementation and monitoring of the use of American Indian instructional material. | -Indian tribes are rarely partners in the development of instructional material for use in public schools.<br>- More than one tribal community in the local LEA district.<br>-Lack of technical expertise in this area in local tribal communities.<br>-Lack of funding at the local level to support this involvement. | -Inventory and evaluate what tribal instructional materials are available.<br>-Inventory the available resources.<br>-Local tribal communities must demand the development and partnership with LEAs.<br>-Identifying and disseminating existing instructional material and disseminating to teachers. | Tribal and local American Indian community provide a resource list of available local tribal personnel.<br>-Initiate planning with educational agencies on how to integrate tribally produced instructional material into the school curriculum.<br>-Training at preservice and retooling educational personnel at in-service on the integration of these materials. | Develop local expertise with local tribes and American Indian communities that are available to local districts.<br>-Tribes and local Indian communities assess the impact of the partnerships & resources developed & used.<br>-Initiate planning for the district-wide integration of cultural materials.<br>-District assess the long-term impact of the integration of American Indians culturally-based curriculum for instructional materials.<br>-Districts shall require teachers to implement curriculum integration and be assessed as part of the regular teacher evaluation.<br>-LEA will develop a partnership with the local Indian community and/or tribe. |

| Educational Institutional | | | | | | |
|---|---|---|---|---|---|---|
| State | SEAs be partners in the implementation & utilization of culturally sensitive instructional materials. | SEAs will develop policies and accountability mechanisms that assures the integration of American Indian Culture based on instructional materials in all academic areas. | Lack of committed state and institutional sensitivity. | Same as National.<br>Identify areas to integrate American Indian History. | All teacher licensure to include? Also develop concept and articulated core American Indian studies curriculum for grades K-12. | Same as National.<br>Develop concept and articulated core American Indian studies curriculum for grades K-12. |
| Federal | All educational programs funded in whole, or part, by Federal $ must be, at a minimum, culturally sensitive and representative of the state and/or regionally represented of American Indian people. | Establish a plan to integrate American Indian culturally based material into the total school curriculum. | Commercial instructional material omits accurate American Indian history, culture, sovereign language, values, etc. | Review for deficiency in existing instructional material. | Identify areas to integrate American Indian history. | Develop concept and articulated core American Indian studies curriculum for grades K-12. |

# White House Conference on Indian Education

## RESOLUTION #3-6
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23 and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, American Indians Alaska Natives have been negatively impacted by court ordered desegregation; and

WHEREAS, all American Indians Alaska Natives have a unique treaty and trust obligation.

THEREFORE, BE IT RESOLVED, that all American Indians Alaska Natives be exempt from the desegregation order; and

BE IT ALSO RESOLVED, that all American Indian Alaska Native people shall maintain their unique status as sovereign nations and therefore afforded open access to the public school system; and

BE IT ALSO RESOLVED, that Congress will mandate and enforce legislation that acknowledges and protects the unique status of American Indian Alaska Native students in the educational systems of this country.

BE IT FINALLY RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "03-06".

CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

TOPIC AREA #3
LITERACY, STUDENT ACADEMIC ACHIEVEMENT & HIGH SCHOOL GRADUATION

**CATEGORY:** **DESEGREGATION for Resolution #3-6**

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| | | | | | | |
| | | | | | | |
| State | Open access to the public school system | | American Indian/Alaska Native have been negatively impacted by court ordered desegregation | | | |
| Federal | American Indian/Alaska Native be exempted from the desegregation order | | American Indian/Alaska Native have a unique treaty & trust relationship with the Federal Government | That Congress will mandate legislation that protects and acknowledges the unique status of American Indian/Alaska Native students in the educational systems | | Enforce legislation |

# White House Conference on Indian Education

## RESOLUTION #3-7
## PREAMBLE

WHEREAS, In the current education environments American Indian Alaska Native histories, cultures and values are not seen as a viable part of the curriculum, and

WHEREAS, American Indian Alaska Native children are not succeeding at an acceptable level in current educational environments.

THEREFORE BE IT RESOLVED, Congress shall allocate separate funds and or set aside funds from the America 2000 initiative to create Indian focus schools in congressional districts as demographics indicate a need.

BE IT FINALLY RESOLVED, that the above recommendation be adopted with the accompanying Plan, "03-07".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## TOPIC AREA #3
## LITERACY, STUDENT ACADEMIC ACHIEVEMENT & HIGH SCHOOL GRADUATION

| **CATEGORY:** DESEGREGATION: INDIAN CURRICULUM FOCUS SCHOOLS FOR RESOLUTION #3-7 | | | | | | |
|---|---|---|---|---|---|---|
| **LEVELS** | **RECOMMENDATION** | | **LEVEL OF ACTION REQUIRED** | **STRATEGY** | | |
| | | | | **ACTION STEPS REQUIRED** | | |
| | **Primary Goal** | **Secondary/Supporting Goals** | **Issue and/or Barrier** | **Immediate or Self-Effectuating** | **Short Term/ Interim** | **Long Range/ Continuing** |
| **Tribal/Local/ Community** | Create Indian focus schools, as demographics dictate need. | Fiscal support from school boards in these locations | Small numbers of American Indian students in area prohibits support | | Establish local American Indian advisory boards | Partnership with tribes and/or Indian communities in planning of schools |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| **Educational Institutional** | Create American Indian curriculum for 'focus' schools<br>- hire American Indian staff teachers, administration<br>- develop American Indian curriculum |  | - In current educational environments American Indian/Alaska Native histories, cultures & values are not seen as a viable part of the curriculum<br>- American Indian/Alaska Native children are not succeeding at an acceptable level in current educational environments<br>- The potential that Indian America 2000 schools would be non-existent |  |  | Same as Tribal/Local/ Community |
| **State** | Create Indian focus schools in congressional districts as demographics indicate a need | Fiscal support |  |  |  | Same as Tribal/Local/ Community |
| **Federal** | Allocate funds from America 2000 initiative for the focus schools. |  | " " | Congress shall allocate separate funds and/or set aside funds from the America 2000 initiative |  | " " |

NOTE: For urban areas near reservation. Focus schools are open to all students despite cultural on racial background (both Indians and non-Indians)

PAGE 2 OF RESOLUTION #3-7

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# White House Conference on Indian Education

## RESOLUTION #3-8
## PREAMBLE

The White House Conference on Indian Education qas convened on January 22, 23 and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, a Coalition of State Education Agencies of Arizona, Michigan, Minnesota, North Dakota, North Carolina, Oregon, California, Utah, Wisconsin and Washington currently exists; and

WHEREAS, the relationships of States in Indian Alaska Native education has matured with concerted Indian Alaska Native leadership since the inception of the Indian Education Act of 1972; and

WHEREAS, the Coalition is concerned about improving the commitment of States in Indian Alaska Native Education; and

WHEREAS, the strides made in Indian Alaska Native education achievement is limited because 90 percent of Indian Alaska Native students are under the purview of public schooling; and

WHEREAS, States have a constitutional prerogative to operate free public education for all children, including a continuum of services for those children in attendance; and

WHEREAS, states should not be agencies for flow through entitlement funds to schools.

NOW THEREFORE BE IT RESOLVED, that the strengthening of the commitment of states be initiated through mandated state/local Indian Alaska Native Advisory Councils to state education agencies to conduct the following tasks:

1) Collect, aggregate, analyze ad disseminate to local, state and national level data on Indian student achievement, graduation, dropout, retention, student transfer and enrollment date by race, gender, and grade level. Currently there is an apparent lack of consistent and comprehensive data on Indian education achievement.

2) Assure Indian Alaska Native students have equitable educational outcomes by assuring accountability of public funds used by local education agencies for the education of Indian students.

3) To provide technical assistance to tribal governments in the formation of tribal education agencies and policies, and the development of articulated agreements between states and tribes toward resolving cross-jurisdictional issues.

4) Promote the development of State plans for Indian Alaska Native Education which support the adoption and implementation of culturally and linguistically relevant programs by public schools.

5) To serve as a liaison to coordinate funding assistance programs such as Title VII - Bilingual Education, Chapter I, Title V, Special Education, Impact Aid, and state mental health and state health programs serving Indian communities.

6) Advocate for state-based legislation for the assurance of a continuum of comprehensive educational services for Indian/Alaska Native children; and

BE IT FURTHER RESOLVED, that the White House Conference on Indian Education as representatives of their local communities support the adoption of a new title to the Indian Education Act with new appropriations with state match requirements.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #3-9
## PREAMBLE

WHEREAS, federally funded programs affecting American Indian/Alaska Native students operate according to rules and regulations specifying Indian/Alaska Native parental and tribal participation; and

WHEREAS, aforesaid participation is limited to recommendation by Indian parents/communities in Department of Education entitlement programs and tribal council/school board actions in Department of Interior programs; and

WHEREAS, non-compliance with federal regulations is seen as a serious problem and barrier to successful implementation of those programs for the benefit of Indian/Alaska Native students; and

THEREFORE, BE IT RESOLVED, that school/parent/tribal partnerships establish effective strategies for compliance beyond regulatory guidelines.

BE IT FINALLY RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "03-09".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## TOPIC AREA #3
## LITERACY, STUDENT ACADEMIC ACHIEVEMENT & HIGH SCHOOL GRADUATION

| **CATEGORY:** Accountability - Compliance for Resolution #3-9 | | | | | | |
|---|---|---|---|---|---|---|
| **LEVELS** | **RECOMMENDATION** | | **LEVEL OF ACTION REQUIRED** | **STRATEGY** | | |
| | | | | **ACTION STEPS REQUIRED** | | |
| | **Primary Goal** | **Secondary/Supporting Goals** | **Issue and/or Barrier** | **Immediate or Self-Effectuating** | **Short Term/ Interim** | **Long Range/ Continuing** |
| | | | | | | |
| | | | | | | |
| State | To more effectively support compliance with Federally funded education programs with Indian students for parental and tribal participation | To assist in designing strategies to ensure compliance | States do not exercise/ conduct audits reviews which include compliance data for Title V or other public school programs such as JOM | Increase dissemination of information regarding compliance-train public school boards more effectively | Coordinate with regional centers and federal offices to develop compliance strategies | Systematically provide information to federal agencies regarding non-compliance |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Federal** | To strengthen and ensure compliance with existing regulations and fiscal accountability of funded programs for American Indian students | To more effectively involve parents/tribes in compliance oversight | Lack of manpower to ensure compliance<br>-lack of knowledge by parents/tribes to ensure participation in compliance issues | Local and tribal training programs for parents and tribes regarding existing rights, roles and responsibilities in relation to non-compliance actions | Establish and disseminate participatory compliance policies in each federal education program effecting Indian students | Promulgate federal regulations to exercise parental/tribal roles in compliance oversight<br>-Establishment of federal regional compliance centers<br>-Withholding or repayment of federal funds for non-compliance |

PAGE 2 OF RESOLUTION #3-9

# White House Conference on Indian Education

## RESOLUTION #3-10
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, It is the responsibility of the Federal government to meet the educational needs of the American Indian/Alaska Native and the rights of the American Indian/Alaska Native parents, tribes, and communities to determine how those needs will be met; and

WHEREAS, Identify, assign, and coordinate the responsibility for effectiveness, improvement, and excellence of education for all students; and

THEREFORE, BE IT RESOLVED, that each school and program receiving Federal funds will ensure the participation of parents and tribal/community leaders to help plan, evaluate, govern, and access the operation and performance of their educational programs; and

THEREFORE, BE IT RESOLVED, that participation includes recommendations for the following accountabililty:

a) Ensuring that laws are enforced by tribes and/or school boards.

b) Adopting cooperative agreements between tribes, schools, and agencies affecting the education of Indian/Alaska Native students which clearly define the roles and responsibilities of each.

THEREFORE, BE IT RESOLVED, in the event that partnerships with parents/tribes are not working, strategies for dealing with non-compliance must be developed and enforced (i.e., requiring the loss of Federal funds for non-compliance).

a) Establish compliance centers with tribes/native commmunities to reflect the needs of Native people; and

b) Re-enforce and strengthen federal compliance procedures.

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #3-11
## PREAMBLE

The White House Conference onf Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, there is no study to determine the most effective instructional strategies and methods as well as identifying the learning styles of American Indian Alaska Native students; and

WHEREAS, there is no comprehensive needs assessment, and no screening process in place to see that American Indian Alaska Native students are placed in the proper programs as determined by need; and

WHEREAS, all programs in Head Start do not address the needs of the Whole Child: health, nutrition, mental health, special needs of handicapping conditions or gifted children, and family related services; and

WHEREAS, not enough effective monitoring of funded programs are in place to ensure the funds are expended for the intended purposes; and

WHEREAS, there is no mechanism developed by which tribal community needs can be addressed for a holistic perspective; and

WHEREAS, the educational needs of American Indians and Alaska Natives are not being met; and

WHEREAS, multiple departments, offices, agencies and entities separately provide services which do not completely meet the Federal trust responsibility; and

WHEREAS, there are resulting gaps in services and fragmentation so that the federal responsibility is not fulfilled; and

NOW, THEREFORE BE IT RESOLVED, to identify, assign and coordinate the responsibility for effectiveness, improvement, and excellence of education for all students; and

THEREFORE, BE IT ALSO RESOLVED, that Indian Alaska Native communities must receive assistance in assessing local needs, resources for funding, and development of programs to meet the need of all Indian Alaska Native students; and

THEREFORE BE IT FURTHER RESOLVED, that state education agencies and LEA. be partners with Indian parents, communities and tribes which result in successful academic achievement.

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #3-12
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential; and

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more reliant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Federal Government proclaimed that Indian Education is a Trust responsibility; and

WHEREAS, the Delegates have reviewed recommendation:

"It is the responsibility of the Federal Government to meet the educational needs of the American Indian/Alaska Native and the Right of American Indian/Alaska Native parents, tribes and communities to determine how those needs will be met."

THEREFORE BE IT RESOLVED, that the above recommendation be adopted with the accompanying Action Plan:

1. "That the Federal Government perform it's agreed upon conditions within treaties and Federal legislation"; and
2. "That the Federal Government honor with full respect the Indian Education and Self-Determination Act," and
3. "That the Federal Government increase the appropriation of funds for Indian/Alaska Native education programs," and,
4. "That the Federal Government review and amend current Indian Education legislation to strengthen direct participation and partnership with the Indian/Alaska Native parents and tribes," and,
5. "That the Federal Government include direct participation of Indian tribes in the development of Indian Education Legislation."

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## TOPIC AREA #3
## LITERACY, STUDENT ACADEMIC ACHIEVEMENT & HIGH SCHOOL GRADUATION

**CATEGORY:** **RESOLUTION #3-12**

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| **Tribal/Local/ Community** | | | | | | |
| **Educational Institutional** | | | | | | |
| **State** | | | | | | |
| **Federal** | That the Federal Government perform it's agreed upon conditions within treaties and federal legislation | That the Federal Government honor with full respect the Indian education and self-determination act | That the Federal Government increase the appropriation of funds for Indian Education Programs | That the Federal Government review and amend current Indian Education Legislation to strengthen direct participation and partnership with the Indian parents and tribes | That the Federal Governemnt include direct participation of Indian tribes in the development of Indian Education Legislation | |

# White House Conference on Indian Education

## RESOLUTION # 3-13
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian/Alaska Native students realizing their full potential; and

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians/Alaska Natives; and

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates.

THEREFORE, BE IT RESOLVED, it is the responsibility of the Federal Government to meet the educational needs of the American Indian/Alaska Native and the Rights of American Indian/Alaska Native parents, tribes and communities to determine how those needs will be met; and

Identify, assign, and coordinate the responsibility for effectiveness, improvement and excellence for education for all students; and

Each school and program receiving Federal funds will ensure the participation of parents and tribal/commumity leaders to help plan, evaluate, govern, and access the operation and performance of their educational programs.

Participation includes recommendations for the following accountability:

-- Ensuring that laws are enforced by tribes and/or school boards.

-- Adopting coopertive agreements between tribes, schools, and agencies affecting the education of Indian students which clearly define the roles and responsibilities of each.

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## TOPIC AREA #3
## LITERACY, STUDENT ACADEMIC ACHIEVEMENT & HIGH SCHOOL GRADUATION

**CATEGORY:** Low Expectations - Increase Graduation Rate

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/Interim | Long Range/Continuing |
| Tribal/Local/ Community | Become directly involved with all aspects of drop out prevention at local, state federal levels | Monitor drop out prevention programs progression -participate in data gathering, needs assessment, and program progress | Hesitancy to confront LEA, SEA's FED's for solutions | Pressure LEA, SEA, FEDS to develop appropriate drop out intervention programs | Monitor programs<br>-<br>Partnership programs for students | Tribal/ Parent awareness training and involvement in tribal funding contributions<br>-all efforts to increase graduation rate<br>-Model importance of education through participation in adult education programs |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Educational Institutional** | Examine and identify the precise local reasons that AI students do not graduate from high school | Implementation of programs based on assessment of causes of low graduation rates | Unwillingness/inability to develop effective programs | Counseling support effective alternative programs for struggling students | With tribes and communities develop strategies for increasing graduation rate | Develop and implement a plan to share gathered data with tribes and communities |
| **State** | To increase graduation rate of AI students to not less than 90% by the year 2000 | Collaborate with tribes and communities for providing and seeking funding for drop-out prevention programs | Unfamiliarity with AI student needs | Obtain initial accurate data base of drop-out rate | With tribes and communities develop strategies for increasing graduation rate | Develop and implement a plan to share gathered data with tribes and communities |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Federal** | To increase graduation rate of AI students to not less than 90% by the year 2000 | | Rhetoric in law; no follow up recommendations; insufficient funding for drop out prevention programs | Support and adoption of resolutions and recommendations of the WHCIE | Immediate funds for drop out prevention programs targeted for AI/AN student population | Recognition of effective models (AI student specific) national dissemination of info regarding effective programmed exemplary practices policy development for continued funding of effective programs |

# White House Conference on Indian Education

## RESOLUTION #3-14
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential; and

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more reliant to the needs of Indians; and

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates; and

WHEREAS, the Federal Government proclaimed that Indian Education is a trust responsibility; and

WHEREAS, the Delegates have reviewed the recommendation:

WHEREAS, Indian/Alaska Native parents are the first teachers; and

WHEREAS, there are opportunities for parents to be involved in educational programs i.e. Chapter I, Title V, JOM, Bilingual Programs, and Governance; and

WHEREAS, we research the notion that parents working closely with classroom teachers and their teachers dramatically impact the achievement levels of those children.

WHEREAS, few examples of outreach to Indian parents by schools currently exist which plan and demonstrate the effects of support for parent programs;

WHEREAS, there are unique historically patterns which inhibit the participation of parents at the teacher/child level.

THEREFORE, BE IT RESOLVED, that schools develop, implement and research parental support programs using federal and/or state incentive grants/funding;

THEREFORE, BE IT FURTHER RESOLVED, that results of funded programs be documented and widely disseminated.

BE IT FINALLY RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "03-14".

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## TOPIC AREA #3
## LITERACY, STUDENT ACADEMIC ACHIEVEMENT & HIGH SCHOOL GRADUATION

**CATEGORY:** STUDENT ACHIEVEMENT - PARENTAL SUPPORT FOR RESOLUTION #3-14

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| Tribal/Local/ Community | | | | | | |
| Educational Institutional | Schools servicing American Indian communities will reach out to include American Indian/Alaska Native parents in the direct education of American Indian/Alaska Native students | | - Technical assistance on effective strategies.<br>- Trust between schools and American Indian/Alaska Natives | - Identify parents<br>- Develop mechanisms for reaching out<br>- Explore exemplary parents models available | Parent involvement in planning specific parental issues | - Parents involved in day-to-day education with American Indian/ American Native students<br>- Improve student outcomes. |
| State | States will offer incentive grants to LEAs which develop implement & evaluate parental support initiatives. | States will collect disseminate exemplary program results. | Funding from state legislatures. | - Notification of recommendation to State, DOI/ legislatures.<br>- Development of position papers | - Lobbying of state levels.<br>- Adoption by states. | Implementation by states. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Federal** | Appropriate Title V legislation, Chapter I or other federal programs will offer incentive grants to LEAs which develop, implement, & evaluate parental support initiatives. | OIE will collect & disseminate exemplary program results. | Additional funding for Federal programs or special set asides for American Indian/Alaska Native students within Chapter I | - Language drafted for Title V reauthorization.<br>- Look for inclusion in Chapter I - Special set asides | Reauthorization of Title V | Implementation of Title V |

PAGE 2 OF RESOLUTION #3-14

# TOPIC 4: SAFE, ALCOHOL/DRUG-FREE SCHOOLS
# INTRODUCTION

## Overview

The issues contained in this topic area paper were divided into seven categories. The purpose of the seven categories was to assist the Delegates in understanding the numerous issues and recommendations developed at the 30 State and Regional Pre-Conference activities held in 1990 and 1991. The seven categories helped to consolidate and streamline similar issues of concern.

The work session products from this topic area included resolutions which focused on the need for community input and leadership in identifying needs and resources required to provide long-term activities. Resolutions reenforced the demand that services be community-based and comprehensive in scope, both in types of assistance provided (health, education, employment) and ranging from a sustained prevention effort to a rehabilitation focus.

## Work Session Activity & Results

When this session was convened, the Delegates were given an overview of the process that was designed to assist them in achieving their goals. These Delegates produced several recommendations, many with accompanying plans of action developed after indepth discussion and other work session activities. The resolutions and proposed plans of action were presented to, and eventually adopted by, the assembly of Delegates on the final day of the conference.

The primary themes of this topic area addressed community leadership, culturally relevant and sensitive services, and community based comprehensive services. The work session group incorporated several resolutions that these services were to be provided in a culturally appropriate manner and context.

There was also a strong concern expressed that there were insufficient data, culturally relevant educational materials and resources available to appropriately target and address substance abuse issues/needs. Another key recommendation, approved by the work session group, and later adopted by the Delegates, involved the need for safe school environments through the renovation and construction of schools and youth services facilities.

Specific mechanisms proposed to achieve the goals adopted in this topic area included:

- Establish community-based Family Healing Centers for prevention, intervention, treatment and rehabilitation purposes;
- Institute Memorandum of Agreements (MOAs) to fund and operate Family Healing Centers;
- Establish/modify initial teacher certification requirements in accord with NCATE (National Council for Accreditation of Teacher Exams) requirements;
- Utilization of Native Personnel and provision for Personnel Training;
- Amend Drug-Free Schools Act to redefine LEAs to include BIA operated schools, to enable them to receive assistance authorized under this Act;
- IHS to develop National Chemical Dependency Certification Standards and establish resource assistance centers; and
- Establish a National Clearinghouse on Indian Programs and Research; Clearinghouse should assist in replicating successful Youth Programs.

In this area, the Delegates were able to provide valuable insight into their perspectives on the many issues of concern addressed. It was also true, that with the various constraints to this process, that some resolutions and plans of action were not as conclusive as preferred by the delegates. It is important to place this topic area's work product in the context of the enormous number of issues confronting the delegates, as well as the diversity of view represented in the recommended resolutions and plans of action.

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These resolutions and plans of action should be viewed as dynamic documents which have provided the foundation for additional, future activity. The plans of action, in particular, should not be viewed as rigid instructions, since the assumptions utilized by the Delegates in the formulation of their recommendations were premised on many variables subject to changing circumstances.

# White House Conference on Indian Education

## RESOLUTION #04-01
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

Whereas, the use of alcohol and other drugs is a threat to the spiritual well-being, physical health, emotional and intellectual development of the American Indian and Alaska Native students; and

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians; and

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates; and

WHEREAS, there has been significant loss of Indian/Alaska Native lives due to drug/alcohol related illness, suicide, and accidents; and

WHEREAS, there exist minimal substance abuse programs for tribal and off-reservation Indian/Alaska Native communities; and

WHEREAS, limited funding for technical assistance and the development of culturally sensitive resources have been provided to tribal governments and other Indian/Alaska Native organizations in the development and provision of services.

WHEREAS, the communities that receive funds for prevention are communities that are economically disadvantaged and do not have resources to maintain matured and successful programs provided to tribal governments in the development and service delivery of tribal action plans; and

WHEREAS, funding agencies provide grants in statutorily limited time periods; and

WHEREAS, Indian tribes and Indian organizations require a stable base of funding.

THEREFORE, BE IT RESOLVED, that tribes and Indian/Alaska Native organizations need stable, long term funding with provisions for meaningful and relevant input from appropriate tribal and community leadership.

FINALLY, BE IT RESOLVED, that the above recommendation for increased funding be adopted for implementation with the accompanying Plan of Action, "04-01"..

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

TOPIC AREA #04-01

**CATEGORY:** Resolution #04-01

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| **Tribal/Local/ Community** | Need stable, long term funding with provisions for meaningful and relevant input from appropriate tribal and community leadership. | | | | | |
| **Educational Institutional** | | | | | | |
| **State** | | | | | | |
| **Federal** | Increased funds needed to provide sustained prevention. | | | | | Federal monies for state distribution shall include a specific earmarking of funds for Indians and Alaska Natives. Set aside monies for funding. |

# White House Conference on Indian Education

## RESOLUTION #04-02
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to development recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

WHEREAS, Community Based Family Healing Centeres are needed on reservations and urban communities to provide the following support services:

A. Alcohol and Drug Abuse Education and Prevention
B. Crisis Intervention and Follow-up
C. Youth Support Groups
D. Outreach Services
E. Childcare
F. Resource Information
G. Family Treatment (focus on whole family)
H. Cultural Drug Alcohol Free Recreation
I. Referral Services
J. Teen Multi-Service Centers
K. Abuse and neglect intervention and referral
L. Collaberation and coordination of services at Local, State, Tribal and Federal level
M. Fetal alcohol syndrome information and prevention and teen pregnancy issues.

WHEREAS, Indian Alaska Native Tribes and Indian/Alaska Native organizations possess the trained personnel to deliver these services from a cultural, spiritual and community perspective, THEREFORE, BE IT RESOLVED, that Federal agencies be required to establish Memorandum of Agreement that provide sufficient resources to implement and maintain these family healing centers.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #04-03
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the delegates have reviewed Recommendation and aftercare has not been recognized as the most vital portion of a client's treatment plan,

WHEREAS, present funding is appropriated for only institutionalized treatment,

WHEREAS, relapse rates are extremely high because the client returns to the dysfunctional environment,

WHEREAS, comprehensive treatment planning must address a client's total needs,

THEREFORE, BE IT RESOLVED, that the above recommendation to increase and or earmark funding for coordinated effort to develop post treatment resources be adopted with the accompanying Action Plan "04-03".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

TOPIC AREA #04-03

**CATEGORY:** RESOLUTION #04-03

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| Tribal/Local/ Community | | | | | | |
| Educational Institution | | | | | | |
| State | | | | | | |
| Federal | To increase and/or earmark funding for coordinated effort to develop past treatment resources. | | Present funding is allocated primarily for institutionalized treatment | Negotiation of Memoranda of Agreement between federal agencies. | Tribal action required to redirect funds for aftercare. | -Decrease relapse rates<br>-Aftercare would promote cost effective usage of federal dollars. |

# White House Conference on Indian Education

## RESOLUTION #04-04
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates;

WHEREAS, American Indian/Alaska Native students have special needs due to cultural differences and history,

WHEREAS, present treatment services do not address cultural uniqueness of American Indian/Alaska Natives,

WHEREAS, urban/rural American Indians/Alaska Natives do not have ready access to culturally sensitive treatment,

WHEREAS, urban/rural American Indians/Alaska Natives daily experience complex societal demands for which resources are inadequate,

WHEREAS, American Indian/Alaska Native professional treatment specialists are few,

WHEREAS, Treatment centers for youth abusing inhalants and chewing tobacco are unavailable,

THEREFORE, BE IT RESOLVED, that the above recommendations be applied to funding sources including, but not limited to IHS, BIA, OSAP, and U.S. Department of Education requiring that services to tribes and urban/rural community based prevention/intervention treatment services support the development of culturally sensitive materials, be adopted with an accompanying Plan of Action, "04-04".

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

David Gipp
Co-Chair of the Conference

Chairman of the Advisory Committee

TOPIC AREA #04-04

**CATEGORY:** FOR RESOLUTION #04-04

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| Tribal/Local/ Community | Tribes and Indian organizations need to establish Family Healing Centers. | | | | | |
| Educational Institutional | | | | | | |
| State | Establish collaborative and coordinated services. | | Lack of Memoranda of Agreements | | | |
| Federal | Establish memoranda of Agreements. | | Establish Funding for Centers | | | |

# White House Conference on Indian Education

## RESOLUTION #04-05
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

Whereas, the use of alcohol and other drugs is a threat to the spiritual well-being, physical health, emotional and intellectual development of the American Indian and Alaska Native students; and,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, educators and other agency care givers need to be culturally competent and respectful to cultural issues specifically related to Native American family dynamics,

THEREFORE, BE IT RESOLVED, that public school personnel and other caregiving agency personnel be required to complete multi-cultural educational training which includes Native American history, education, culture and family dynamics.

BE IT FURTHER RESOLVED, that Institutions of higher education through their NCATE standards include this same training for teaching initial and renewal certification requirements,

BE IT FURTHER RESOLVED, that recognized community-based Native American trainers be utilized as local experts in the training,

BE IT FINALLY RESOLVED, that all federally funded training programs for educational personnel to be reflective with the intent of this resolution.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "04-05".

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## CATEGORY: FOR RESOLUTION #04-05

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| Tribal/Local/ Community | Recognized community-based Native American trainers be utilized | | Identification of community based Native American Trainers | | | |
| Educational Institutional<br>Public Schools/ IHE's | Provide culturally competent training for school personnel and Students. | Other care giving agency personnel also complete training. | Funding for training | | | Culturally competent personnel. |
| State | SEA's require culturally competent training. | Other caregivers and agencies require culturally competent training. | Management and monitoring. | | | On going management and monitoring. |
| Federal | BIA review existing training programs to be reflective of proposed resolution. | | Evaluation and modification if necessary. | Negotiation Memorandum of Agreement between federal agencies. | Tribal action to support sponsoring organization. | On going evaluation. |

# White House Conference on Indian Education

## RESOLUTION #04-06

## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

Seeking a legislative amendment to P.L. 99-570, the Drug Free schools and Community Act, which excludes elementary and secondary schools funded by the Department of Interior from eligibility for grants awarded to "local education agencies".

BE IT RESOLVED, that a legislative amendment to the Drug Free Schools and Community, P.L. 99-570, is sought to include elementary and secondary schools funded for Indian children by the Department of the Interior within the definition of a "local education agency" (LEA) so that these schools serving Indian/Alaska Native children will be eligible to (a) receive state drug free schools monies for the development of drug free school programs; (b) receive training and technical assistance from the five "Regional Centers for Drug-Free Schools and Communities"; and (c) receive any funds designated by the Department of Education as discretionary funds.

THEREFORE BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "04-06".

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

TOPIC AREA NO. 4 - Safe, Alcohol/Drug-Free Schools

**CATEGORY:** Prevention/Education for Students FOR RESOLUTION #04-06

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| Tribal/Local/ Community | | | | Local community must accept responsibilities to enlist volunteers from private sector, Tribe and Foundations. | Identify existing resources i.e. OSAP, JOM, Title V, ICWA, other. | Indian Tribes and organizations to provide on-going training for their staff and council. |
| Educational Institution | | | | | | |
| State | | | | | | |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| **Federal** | Increase funding for JOM/Title V/ ICWA and introduce special legislation.<br>IHS must incorporate parent training in Health Education.<br>Drug Free Schools legislation needs to change definition of LEA to include Indian communities.<br>Additional funding needs to be provided to establish and/or maintain increased prevention funding after specific Federal funding ceases.<br>Seeking a legislative amendment to P.L. 99-570, the Drug Free Schools and Community Act, which excludes elementary and secondary schools funded by the DOI from eligibility for grants awarded to local education agencies. |  | Technical Assistance on skills process, sexuality aids, and drugs. | Program Funds in the past has been minimal to be used for program only there are no dollars for technical #assistance. |  |  |

# White House Conference on Indian Education

## RESOLUTION #04-07
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled delegates,

Whereas, the delegates have reviewed the recommendation #7 to seek funding to provide technical assistance as well as for the development of resource materials.

NOW, THEREFORE BE IT RESOLVED, that funding be allocated for the development, acquisition, and implementation of elementary and secondary school and drug abuse education and prevention curriculum, textbooks, and materials, including audio-visual materials which 1) clearly and consistently teach that illicit drug use is wrong and harmful, 2) is culturally relevant, and 3) clearly delineate culturally specific, age specific and developmentally appropriate learning objectives which can be infused into the curriculum.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "04-07".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## CATEGORY: Resolution #04-07

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| Tribe/Local Community | | | | | | |
| Educational Institution | | | | Research be conducted to determine parent involvement practices and strategies which are effective for American Indian families. | | 1. Utilize Title V Regional resource center for parent-training and grantsmanship writing in the area of substance abuse.<br>2. Utilize the 10 Regional Educational Labs for parent training.<br>3. Utilize the Head Start Model of parent involvement.<br>4. Participation in text book, curriculum<br>5. To develop a comprehensive program which will promote the sharing of information. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **State** | | | | | | |
| **Federal** | Funding be allocated for the development, acquisition, and implementation of elementary, secondary school and drug abuse education and prevention curriculum, textbooks, and materials, including audio-visual materials which 1) clearly and consistently teach that illicit drug use is wrong and harmful, 2) is culturally relevant, and 3) clearly delineate culturally specific, age specific and developmentally appropriate learning objectives which can be infused into the curriculum. | | | | | |

# White House Conference on Indian Education

## RESOLUTION #04-08
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

Whereas, the use of alcohol and other drugs is a threat to the spiritual well-being, physical health, emotional and intellectual development of the Amerian Indian and Alaska Native students; and,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, tribes, Indian communities and schools have the responsibility for the well-being of their members, and

WHEREAS, Indian/Alaska Native families look to the tribal officials and community leaders for leadership, health care, education, and protection, and

WHEREAS, tribal and community leaders are capable of exerting influence for and on behalf of their communities,

WHEREAS, the Delegates have reviewed Recommendation:

"Promote safe environment through tribal leadership and school collaboration."

THEREFORE, BE IT RESOLVED, that tribes and Indian communities take the leadership role in promoting a safe and healty environment with cultural sensitivity.

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## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #04-09
## PREAMBLE

This resolution was not passed by the Delegates on January 24, 1992.

# White House Conference on Indian Education

## RESOLUTION #04-10
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

Whereas, accredited Indian community colleges have the authority to offer chemical dependency classes for credit; and

Whereas, culturally competent trainers need to be made a major focus of the chemical dependency classes; and

Whereas, more Native American certification boards need to be established.

NOW, THEREFORE, BE IT RESOLVED, that IHS establish national chemical dependency certification standards which incorporate the recommendations of this resolution.

BE IT FINALLY RESOLVED, that IHS establish resources which enable these recommendations to occur.

THEREFORE BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "04-10".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**CATEGORY:** FOR RESOLUTION #04-10

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| **Tribal/Local/ Community** | Tribes and Indian organizations establish Family Healing Centers. | | | | | |
| **Educational Institutional** | | | | | | |
| **State** | Establish collaborative and coordinated services. | | Lack of memoranda of agreements. | | | |
| **Federal** | IHS establish national chemical dependency certificatoin standards which incorporate the recommendations of this resolution. | | | Establish memoranda of agreements. | Establish funding centers. | |

# White House Conference on Indian Education

## RESOLUTION #04-11
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

Whereas, the use of alcohol and other drugs is a threat to the spiritual well-being, physical health, emotional and intellectual development of the American Indian and Alaska Native students; and

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled delegates,

WHEREAS, the delegates have reviewed state recommendations for a safe school environment in that the United States government as per its trust responsibility must provide construction funds for safe and adequate facilities for American Indian and Alaska Native children attending P.L. 815 public schools, BIA-funded schools, and tribally-controlled community colleges due to the outdated and dilapidated conditions of these facilities.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "04-11".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## CATEGORY: FACILITIES FOR RESOLUTION #04-11 FACILITIES

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| **Tribal/Local/ Community** | Parental/tribal involvement in assessment of facility needs, planning and design<br>Educational facilities to be designated as community schools with space for parent, extended day, pre-school and other community use. | | | | Tribes/communities collect data on building condition enrollment projections, safety and accreditation standards. | |
| **Educational Institution** | | | | | Local assessments of educational facilities including structural, space, and safety adequacy. | Develop, prioritize, long range master facility plan. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Federal** | The United States Government, as per its trust responsibility, must provide construction funds for safe and adequate facilities for AI/AN children attending P.L. 81-815 public schools, BIA-funded schools, and tribally-controlled community colleges due to the outdated and dilapidated conditions of these facilities. | | | Adopt a policy of new construction rather than continued repairs on facilities which have outlived their useful lives.<br>School design in size should be driven by educational programming rather than standardized space and configuration guidelines.<br>Centralize all authorities for school planning, design, and construction and streamline the review process.<br>DOI request 50 million and DOE request equivalent for FY 1958 level for new school construction until all needs are met. Requires Congressional approval.<br>Tribes/LEAS become involved in the reauthorization process | Conduct a national assessment of conditions of education facilities.<br>Develop national master facilities plan based on local, area, assessment of need.<br>DOI request commensurate increases for OCM/BIA/FMCC/OIEP technical staffing to support new construction processes. Requires Congressional approval.<br>Increase O&M funds sufficient to provide for extended school day and extended school year.<br>DOI should request funding to meet the construction needs for Tribally Controlled Community Colleges. Requires Congressional approval. | Calculate the deterioration rate of existing buildings and request sufficient FI&R funds to match. Requires Congressional approval.<br>Develop national plan to add pre-school space to support school readiness activities. Requires Congressional approval.<br>Renovate existing dormitories and construct new dormitories to provide more home-like setting for children. Requires Congressional approval.<br>Eliminate the DOI construction ranking criterion that requires consideration of other schools in the area. Congressional approval required. |

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# White House Conference on Indian Education

## RESOLUTION #04-12
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the use of alcohol and other drugs is a threat to the spiritual well-being, physical health, emotional; and intellectual development of the American Indian and Alaska Native students; and

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed recommendation #12and found that access to accurate and up-to-date information is lacking in Indian communities,

BE IT RESOLVED, that funding be sought for the establishment and operation of a national clearinghouse that will develop, publicize the availability of, and widely disseminate the most readily available, accurate, and up-to-date information on effective programs, audio-visual material and other curricular materials for drug abuse education and prevention programs in elementary and secondary programs designed for Indian youth, and coordinate activities with national media efforts; and

BE IT FURTHER RESOLVED, that funds be awarded to individuals educational agencies, community-based organizations, and tribal groups for the purpose of researching and developing materials pertinent to the alcohol and other drug issues among Indian/ Alaska Native youth and their families for the purpose of program development and dissemination; and

THEREFORE, BE IT RESOLVED, that model youth programs which demonstrate success in reducing use/abuse of alcohol and other drugs be developed, implemented and replicated and that necessary resources, inciuding funding, be provided for the establishment of on-going maintenance.

FINALLY, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "04-12".

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**CATEGORY:** Resolution #04-12

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| Tribal/Local/ Community | | | | | | |
| Educational Institutional | | | | | | |
| State | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Federal** | Funding to be sought for the establishment and operation of a National Clearing House to develop, publicize the availability of, and widely disseminate the most readily available, accurate and up-to-date info on effective programs, audio-visual material and other curricular materials for drug abuse education and prevention programs in elementary and secondary programs designed for Indian youth, and coordinate activities with national media efforts. | Funding to develop, publicize and disseminate accurate and up-to-date info and culturally relevant resources. | Replication and dissemination of effective materials. | Designation of Central site or sites for resource center. | Compiling resource materials. | Cataloging of materials and dissemination |

# TOPIC 5: EXCEPTIONAL EDUCATION

## INTRODUCTION

### Overview

The issues contained in this Topic Area paper were divided into seven categories. The purpose of the seven categories was to assist the Delegates in understanding the numerous issues and recommendations developed at the 30 State and Regional Pre-Conference activities held in 1990 and 1991. The seven categories helped to consolidate and streamline similar issues of concern.

The work session products from this topic area included a strong emphasis on the need for equitable access to funding under existing authorities, particularly under the P.L. 94-142, P.L. 100-297 and P.L. 101-477 (Gifted, Talented and Disabilities Acts). These funds would be provided for educational, culturally appropriate training, research, evaluation, assessment, and other service needs. Comprehensive educational planning to meet the needs of exceptional AI/AN were also core to the concerns expressed by this work group.

### Work Session Activity & Results

When this session was convened, the Delegates were given an overview of the process that was designed to assist the them in achieving their goals. These Delegates produced several recommendations, many with accompanying plans of action developed after indepth discussions and other work session activities. The approved resolutions and plans of action eventually adopted by the assembly of Delegates on the final day of the conference.

The primary themes in this topic area addressed the equitable access to appropriate services for all exceptional AI/AN. It was clear that the work session group felt that sufficient authority existed to address the exceptional education needs of American Indian/Alaska Native people. However, the need for improvement was supported for culturally appropriate educational services, research, training. Further, that comprehensive educational planning through culturally appropriate methods be developed to identify, assist and provide instruction for individuals of all ages, and equity funding comparable to other schools in the same region. A comprehensive review and approach to addressing the needs of individuals requiring exceptional education aid were endorsed.

There were also several recommendations to improve research and the data base for identifying and assisting all exceptional education needs in such areas as Fetal Alcohol Syndrome (FAS), mentally and physically challenged/ disabled, and gifted and talented individuals. It was expressed that identifying the scope of need was an important step to accessing services.

While it was felt that there existed adequate authority to undertake many of the conference recommendations, there was the concern that such services not be provided at the expense of existing assistance and programs.

Specific mechanisms proposed to achieve the goals and recommendations adopted under this topic area included:

- Equitable access to appropriate services for all American Indian/Alaska Natives, regardless of educational setting;
- Develop research and assessment means which are culturally appropriate, as well as improve the data base and knowledge through IHS;
- Establish comprehensive educational planning for exceptional education needs of AI/AN with tribe, state and federal involvement;
- BIA schools, where funded on the basis of ISEP, should be set at a level equal to, or greater, than state foundation allocations; and
- Coordination and integration of services to ensure that appropriate educational opportunities are being provided by LEAs, state, tribes, BIA and other service providers.

In this area, the Delegates were able to provide valuable insight into their perspectives on the many issues of concern addressed. It was also true, that with the various constraints to this process, that some resolutions and plans of action were not as conclusive as preferred by the Delegates. It is important to place this topic area's work product in the context of the enormous number of issues confronting the Delegates, as well as the diversity of view represented in the recommended resolutions and plans of action.

These resolutions and plans of action should be viewed as dynamic documents which have provided the foundation for additional, future activity. The plans of action, in particular, should not be viewed as rigid instructions, since the assumptions utilized by the Delegates in the formulation of their recommendations were premised on many variables subject to changing circumstances.

# White House Conference on Indian Education

## RESOLUTION #05-01
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with American Indian/Alaska Native students realizing their full potential,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of American Indian/Alaska Natives,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled delegates,

WHEREAS, the delegates have reviewed Recommendation:

That all agencies receiving federal dollars shall ensure equitable access to appropriate services for all American Indian/Alaska Native students, on and off reservation.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #05-02
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with American Indian/Alaska Native students realizing their full potential,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of American Indian/Alaska Natives,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

To allocate funding to meet the comprehensive educational needs of exceptional American Indian/Alaska Native in any educational setting including public, Bureau, private, and others on and off reservation.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "5-B".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## TOPIC AREA #5
## EXCEPTIONAL EDUCATION

**CATEGORY:** 5-B for Resolution #05-02

| LEVELS | RECOMMENDATION |  | LEVEL OF ACTION REQUIRED | STRATEGY |  |  |
|---|---|---|---|---|---|---|
|  |  |  |  | ACTION STEPS REQUIRED |  |  |
|  | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/Interim | Long Range/Continuing |
| **Tribal/Local/Community** |  |  |  |  |  |  |
| **Educational Institutional** |  |  |  |  |  |  |
| **State** |  |  |  |  |  |  |
| **Federal** | Enabling authority & appropriation legislation should be developed such that it does not divert dollars from existing federal funds. |  |  |  | Redefine except. ed. to include categories of FAS/E, at-risk, gifted & talented. |  |

# White House Conference on Indian Education

## RESOLUTION #05-03
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with American Indian/Alaska Native students realizing their full potential,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of American Indian/Alaska Natives,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

That the federal government shall allocate new funds for research and development of culturally-appropriate assessment for American Indian/Alaska Native (on-off reservation) for all categories of appropriate services and placement.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "5-C".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

TOPIC AREA #5
EXCEPTIONAL EDUCATION

**CATEGORY:** 5-C FOR RESOLUTION #05-03

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY<br>ACTION STEPS REQUIRED | | |
|---|---|---|---|---|---|---|
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| Tribal/Local/ Community | | | | | | |
| Educational Institution | Identify scope of problem. | Identify ap-propriate personnel & instrument.<br>Provide draft of instrument. | | | Submit full pilot.<br>Alter / change need to adapt. | Develop local norms. |
| State | | | | | | |
| Federal | Shall allocate new funds for research & development of culturally-appropriate assessment for AI/AN (on-off res) for all categories of appropriate services and placement. | | | | | |

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# White House Conference on Indian Education

## RESOLUTION #5-4
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with American Indian/Alaska Native students realizing their full potential,

WHEREAS, the White House Conference was also directed to development recommendations for the improvement of education programs to make them more relevant to the needs of American Indian/Alaska Natives,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

To provide funding for training of parents, guardians, community, all professionals providing services to American Indian/Alaska Native students with other special needs other than those identified in P.L. 94-142, as amended.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #05-05
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with American Indian/Alaska Native students realizing their full potential,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of American Indian/Alaska Natives,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

The Federal government establish and implement a program of research, demonstration, evaluation, dissemination, to improve the identification/assessment, instruction, curriculum, and administration of programs for exceptional infants, children, youth, and adults.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "5-E".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

Page 1 of 2 for Resolution 5-E for Resolution 05-05

TOPIC AREA #5
EXCEPTIONAL EDUCATION

5-E

## CATEGORY: 5-E FOR RESOLUTION #05-05

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| Tribal/Local/ Community | | | | Immediate implementation | | |
| Educational Institution | | | | Immediate implementation | | |
| State | | | | Immediate implementation | | |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| **Federal** | Establish and implement a program of research, demonstration, evaluation, dissemination, to improve the identification/ assessment, instruction, curriculum, nad administration of programs for exceptional infants, children, youth and adults. |  |  | Immediate implementation |  |  |

Page 2 of 2 for 5-E for Resolution 05-05

# White House Conference on Indian Education

## RESOLUTION #05-06
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with American Indian/Alaska Native students realizing their full potential,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of American Indian/Alaska Natives,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled delegates,

WHEREAS, the delegates have reviewed Recommendation:

That existing legislation P.L. 94-142, P.L. 101-297, P.L. 101-477 benefiting exceptional American Indian/Alaska Native with disabilities and who are gifted and talented, be fully funded, implemented and enforced to ensure that appropriate educational opportunities are being provided by: LEA's, state, tribal, BIA, and all other service providers.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "5-F".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**TOPIC AREA #5**
EXCEPTIONAL EDUCATION

5-F

# CATEGORY: **5-F FOR RESOLUTION #05-06**

| **LEVELS** | **RECOMMENDATION** | | **LEVEL OF ACTION REQUIRED** | **STRATEGY**<br>**ACTION STEPS REQUIRED** | | |
|---|---|---|---|---|---|---|
| | **Primary Goal** | **Secondary/Supporting Goals** | **Issue and/or Barrier** | **Immediate or Self-Effectuating** | **Short Term/ Interim** | **Long Range/ Continuing** |
| **Tribal/Local/ Community** | | | | Immediate implementation | Immediate implementation | Immediate implementation |
| **Educational Institutional schools & universities** | | | | | Immediate implementation | |
| **State** | | | | | Immediate implementation | |
| **Federal** | Existing laws benefiting AI/AN be fully funded, implemented & enforced | | | | Immediate implementation | |

# White House Conference on Indian Education

## RESOLUTION #05-07
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with American Indian/Alaska Native students realizing their full potential,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of American Indian/Alaska Natives,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

That tribes, states, and the Federal government develop comprehensive educational plans for American Indian/Alaska Native people - unborn to adults, that will include a mission statement, goals, objectives, action plans, and an evaluation process to provide comprehensive, quality services to develop persons with exceptional needs into contributing members of their communities.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# CATEGORY: 5-G FOR RESOLUTION #05-07

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| **Tribal/Local/ Community** | Tribes, states, and the Federal Government develop comprehensive educational plans for AI/AN people - unborn to adults, that will include a mission statement, goals, objectives, actions poans, and an evaluation process to provide comprehensive, quality services to develop persons with exceptional needs into contributing members of their communities. | | | | Immediate implementation | |
| **Educational Institutional** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **State** | Same | | | | Immediate implementation | |
| **Federal** | Same | | | | Immediate implementation | |

Page 2 of 2 of 5-G for Resolution 05-07.

# White House Conference on Indian Education

## RESOLUTION #05-08
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with American Indian/Alaska Native students realizing their full potential,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of American Indian/Alaska Natives,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

That proposals related to reform, restructuring, and development of alternative educational programs, methods, techniques, and services address the integration of programs and services for American Indian/Alaska Native with exceptional needs.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## TOPIC AREA #5
EXCEPTIONAL EDUCATION

## CATEGORY: 5-H FOR RESOLUTION #05-08

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| Tribal/Local/ Community | Same as below | | | -Gather info. on existing model programs that implement effective tchg. strategies<br>-Develop task force to work with tribes, SEAs, & higher ed institutions. | | -Develop action & eval. plan w/ states, edn. institutions, & tribes to implement more effective tchg. strategies, model programs, & alternative methods, such as outcome based ed., coopertive lrng., peer tutoring |
| Educational Institutional | Proposals related to reform, restructuring, and development of alternative editonal programs, methods, techniques, and services address the integration of programs and services for AI/AN with exceptional needs. | | | Request TA from local resource centers, tribal comm. col. & univ. | | -Research & develop more effective ed. strategies.<br>-Establish data bases on achievement, drop out rates, etc. for evaluation purposes |
| State | Same as above | | | Collaborate and coordinate w/ tribal/ local comm. in developing action plan on effective teaching & methods, such as outcome based education, cooperative learning, peer tutoring. | | SEAs shall coordinate & support with personnel, training, funding, etc. |
| Federal | Same as above | | | Provide funding to support tribes,local,state and tribal comm. colleges to develop more effective tchg. strategies | | Hold White House Conf. in 1 yr. & every 3 yrs. thereafter to assess progress of initiatives |

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# White House Conference on Indian Education

## RESOLUTION #05-09
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with American Indian/Alaska Native students realizing their full potential,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of American Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled delegates,

WHEREAS, the delegates have reviewed Recommendation:

That BIA funded schools be funded at levels not less than other schools in their area, i.e., basic ISEP allotments shall be equal to or greater than state foundation allocations for the same time period.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #05-10
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with American Indian/Alaska Native students realizing their full potential,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of American Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

That Indian Health Service be directed to do research and develop an American Indian/Alaska Native data base on Fetal Alcohol Effects/Fetal Alcohol Syndrome.

THEREFORE, BE IT RESOLVED, that the above recommendation is agreed to, with the stipulation that further review and, where necessary, modifications be made prior to its implementation.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# TOPIC 6: READINESS FOR SCHOOL

## INTRODUCTION

### Overview

The issues contained in this topic area paper were divided into seven categories. The purpose of the seven categories was to assist the delegates in understanding the numerous issues and recommendations developed at the 30 State and Regional Pre-Conference activities held in 1990 and 1991. The seven categories helped to consolidate and streamline similar issues of concern.

The work products from this topic area included a strong emphasis on parent and family training in early childhood education, as well as community involvement in the leadership and planning. The work session group expressed the need for a comprehensive services early childhood approach. Multi-agency efforts are needed to review and identify available resources to undertake the comprehensive approach supported by these resolutions.

### Work Session Activity & Results

When this session was convened, delegates were given an overview of the process that was designed to assist delegates in achieving their goals. These delegates several recommendations, many with accompanying plans of action, that were proposed to, and adopted by, the assembly of delegates on the final day of the conference.

The primary themes of this topic group's efforts included comprehensive approaches to improving early childhood services. It was recommended that the multi-agency coordination of services should be strengthened, through specific administrative actions and equitable allocation of resources critical to a successful program. This improved coordination was believed to be necessary to identify available resources and to improve delivery in a comprehensive manner.

Another major goal of this work group were efforts to improve parent, family and community capabilities. Elements important to a comprehensive Early Childhood Education Program (ECEP) were the ability to involve family and community in planning, training and control. Family and tribal involvement was also expected to ensure that culturally appropriate instructional methods and values were instilled into the programs.

An important issue for this group was participation in Head Start and other early childhood services. It was recommended that eligibility be broadened to include all American Indian/Alaska Native children, regardless of family income and location (rural, urban, or reservation). And that funding be provided serve all eligible American Indian/Alaska Native children.

Research was targeted as a need to be instituted. Research was expected to be designed to improve techniques, and methods for screening, identifying, teaching, and other improved services for the AI/AN challenged, gifted, talented, at-risk, and FAS population. New teaching methods are also expected to ensure that culturally relevant language, physical and spiritual foundations are incorporated.

Specific mechanism to achieve the goals established within these recommendations included:

- Development of tribal comprehensive plans;
- Appropriate funding for relevant programs to provide services to all AI/AN children and new services for pre-kindergarten needs under the OIEP, Bureau of Indian Affairs and OIE, U.S. Department of Education;
- 15% set-aside in the Head Start program for Indian services;
- Training for program personnel, parents, extended family, and community;

- Inter-agency memorandum of agreements to strengthen multi-agency cooperation between tribes, state and federal agencies;
- Establish State Indian education offices;
- Select an AI/AN for position of Chief, Indian Head Start program in Region XI; avd
- Establish urban Indian and Alaska Native Head Start programs.

In this area, the delegates were able to provide valuable insight into their perspectives on the many issues of concern addressed. It was also true, that with the various constraints to this process, that some resolutions and plans of action were not as conclusive as preferred by the delegates. It is important to place this topic area's work product in the context of the enormous number of issues confronting the delegates, as well as the diversity of view represented in the recommended resolutions and plans of action.

These resolutions and plans of action should be viewed as dynamic documents which have provided the foundation for additional, future activity. The plans of action, in particular, should not be viewed as rigid instructions, since the assumptions utilized by the delegates in the formulation of their recommendations were premised on many variables subject to changing circumstances.

# White House Conference on Indian Education

## RESOLUTION #06-01
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians.

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates.

WHEREAS, the Delegates have reviewed the position statement and attached resolution on school readiness:

WHEREAS, early childhood education has been defined by the White House Conference on Indian Education delegates as all comprehensive educational programs that promote school readiness for children ages 0-8.

American Indian and Alaska Native children have the right to a comprehensive quality educational program that prepares them to function and succeed in today's changing world.

Tribal leaders, parents, and educators of American Indian Alaska Native children are concerned with the lack of childhood education programs which prepare children to enter school.

Early childhood programs must provide an effective language, social, physical, spiritual, nutritional, cognitive, family involvement and cultural foundation for all American Indian Alaska Native children in an individual and age appropriate manner.

WHEREAS, the White House Conference on Indian Education has been convened for the purpose of developing and proposing legislation and policy for the improvement of education for American Indian Alaska Native children: and

WHEREAS, tribal leaders, parents and educators of American Indian Alaska Native children have become increasingly concerned with the lack of early childhood education programs that would prepare children to enter school: and

WHEREAS, research has shown early childhood programs have a major impact on the success of children in their educational progress; and

WHEREAS, parents and family members are Indian children's first and foremost teachers: and

WHEREAS, early childhood programs should provide an effective language, social, physical, spiritual and cultural foundation for all American Indian Alaska Native students to succeed in school and reach their full potential as adults; and

WHEREAS, delegates to the White House Conference on Indian Education have the responsibility and authority to impact legislation and policy that will affect the educational future of our children and of the Indian and Alaska Native Nations.

NOW, THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education strongly supports the concept, and implementation of comprehensive Early Childhood Programs for all American Indian Alaska Native students; and

BE IT FURTHER RESOLVED, that successful Early Childhood Programs shall be affirmed by the President and Congress to include the following components:

1. Increase funding to provide full participation by all children;
2. Income eligibility requirements to be abolished;
3. Effective teacher staff training be implemented;
4. Teachers must be early childhood certified by year 2000;
5. Comprehensive parent training and parental involvement be made a priority;
6. Early screening procedures be mandated for early detection of learning disabilities and the skills of gifted talented that would enhance learning abilities of all children;
7. Respect the use of Native American culture and language in the educational process of Indian children at an early age to enhance the level of pride and self-esteem in learning;
8. Provide funding for safe educational facilities;
9. Provide increased funding for safe transportation;'
10. Provide competitive salaries for qualified and dedicated teachers and personnel;
11. Review and revise rules and regulations to ensure consistency in early childhood education programs;
12. Encourage inter-agency working relationships.

AND BE IT FURTHER RESOLVED, that Delegates of the White House Conference on Indian Education hereby direct the Bureau of Indian Affairs, Office of Education, Health and Human Services and other educational agencies to establish legislation regarding Early Childhood Education that will ensure a united effort by all agencies to institute an effective learning atmosphere for all of our American Indian Alaska Native children by the year 2000.

AND BE IT FURTHER RESOLVED, that comprehensive Early Childhood Education must have a key family and extended family role, as it impacts immediate, short term and long range program goals, and that complete the following action steps:

1. Immediate Action Steps:

    a) Home based consultations with parents and extended family members.

    b) Sponsor family events to acquire parental input.

c) Sponsor workshops on the Early Childhood Education Program (ECEP) planning process for parents.

d) An orientation to ECEP goals and the expected role that family members would have.

e) Provide a parental sign-off or agreement process.

2. Short Term:

a) Aggressively identify active parents.

b) Promote active parents to recruit additional parents to participate in planning, even having home meetings.

c) All training plans must have balanced family membership.

d) Delegation of training plans be placed with family.

e) Require a parent tribal leadership partnership in program visits.

f) Require a grandparents advisors groups that elicits input from elders.

3. Long Term:

a) Funding allocations will reward tribes and organizations that have comprehensive plans for ECEP with integral parent family involvement. Perhaps waivers to some regulations.

b) Provide a resource inventory to parents about ECEP, to provide all alternatives including family based options, helping parents to plan.

c) Involve parents in transitional skills, to address parental control and involvement at differing levels, such as moving from the Head Start PPC to Schools PTA.

d) Demonstrate annual updates in comprehensive planning with family involvement.

e) Grandparents and extended family review and sign-off.

f) Inter-Agency Agreements be established to provide for family support programs.

g) A comprehensive inter-Agency parent training program to include, but not excluding others, the following:

    1) Parent Effectiveness Training.

    2) Sex Education - for individuals and for families.

    3) Health Education in --

        a) the home,

        b) the school,

        c) the community, and

        d)tribal colleges.

4) Adult Basic Education.

5) Self-growth.

6) Pre-natal.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, 06-01, readiness for school.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## TOPIC AREA #6
## READINESS FOR SCHOOL

**CATEGORY:** Children/Students for Resolution #06-01

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/Interim | Long Range/Continuing |
| **Tribal/Local/Community** | Full participation and support by tribal and local community for early childhood needs. | Parental involvement tribal support and funding autority to implement parental training | Lack of support | Developing philosophy and education plans for early childhood needs | | Should establish long range objectives that allows for transition of child development and growth. |
| **Educational Institutional** | Availability of facilities and services to meet early childhood needs. | Teacher training, home-base/family concept, sensitivity training, cultural training, and cultural language usage. | Lack of funds and coordination (strategy) | Network with other service agencies Identify Number of children and needs. | Plan collaborate program & activities with other agencies/look at developing comprehensive programs | Establish permanent services to meet needs of early childhood child development centers. Do research on what works. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **State** | Recognize & support the needs of Native American Indian/Alaskan Native childhood problems. | Accept other agencies recommendations coordinate with other agencies to improve and expand services. | Flexibility & parity, need to be more aware of Indian children's needs. | | | |
| **Federal** | Full funding to implement present regulations to meet early childhood needs. | Implement 95-638-100-297/ Impact funds, etc./services available to all standards. | Too many rules and regulations. | | | |

Page 2 of Resolution 06-01

## TOPIC AREA #6
## READINESS FOR SCHOOL

| CATEGORY: TRIBES/COMMUNITIES FOR RESOLUTION #06-01 | | | | | | |
|---|---|---|---|---|---|---|
| **LEVELS** | **RECOMMENDATION** | | **LEVEL OF ACTION REQUIRED** | **STRATEGY** | | |
| | | | | **ACTION STEPS REQUIRED** | | |
| | **Primary Goal** | **Secondary/Supporting Goals** | **Issue and/or Barrier** | **Immediate or Self-Effectuating** | **Short Term/Interim** | **Long Range/Continuing** |
| **Tribal/Local/ Community** | Tribes/ Communities must develop comprehensive education plans that include early childhood educational programs for children 0-8. | Tribe/ Community to conduct a needs assessment to identify student needs. Tribes to develop a directory of available services. | Lack of information & communication and access of available resources. | Acquire expertise in developing a needs assessment. | Updating of policy. | Review of updating of policies. |
| **Educational Institutional** | | | | | | |
| **State** | | | | | | |
| **Federal** | | | | | | |

# White House Conference on Indian Education

## RESOLUTION #06-02
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"AVAILABILITY OF FUNDING FOR TRIBAL AFFILIATES AND MEMBERS RESIDING IN RURAL AND URBAN AREAS"

WHEREAS, the Head Start Program currently funds only programs that are operated by an Indian tribe; and

WHEREAS, there are large numbers of Indian children that reside in urban areas in this country that are not receiving any funds to operate Head Start Programs; and

WHEREAS, the urban Indian and Alaska Natives are also in need of culturally appropriate curriculum.

THEREFORE, BE IT RESOLVED, that Congress appropriate an additional $17 million to create urban Indian Head Start Programs that would provide educational services to Indian children.

BE IT FURTHER RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #06-03
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Head Start Program administered by the administration for children, youth and family services, 107 Indian Head Start programs; and

WHEREAS, the delegates to the White House Conference on Indian Education have urged the establishment of full participation by all children; and

WHEREAS, this program is of significant impact on Indian Early Education Programs nationwide; and

WHEREAS, a program of this magnitude and impact needs to be directed and administered at the highest level by Indian or Alaska Native personnel.

THEREFORE, BE IT RESOLVED, that the White House Conference delegates recommend that the Chief of the American Indian Program grants Region Eleven of the Head Start Bureau be staffed by an Indian or Alaska Native.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #6-4
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, all Indian Children/Alaska Native Children from ages 0-8 have equal access to all early childhood educational programs.

WHEREAS, the Indian tribes/Alaska Natives must require, through congressional intervention, the Federal/State agencies report and coordinate all available early childhood educational programs to Indian tribes/Alaska Natives.

THEREFORE BE IT RESOLVED, that Indian tribes/Alaska Natives firmly request the U.S. Secretary of Education require that all educational agencies list and report the availability of all early childhood educational programs to Indian tribes/Alaska Natives.

BE IT ALSO RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, 06-04, readiness for school.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

TOPIC AREA #6
READINESS FOR SCHOOL

## CATEGORY: FOR RESOLUTION #06-04

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/Interim | Long Range/Continuing |
| **Tribal/Local/Community** | (Congress must ensure and) Tribes must require that Federal/state agencies report & coordinate Early Childhood educational services to tribal level- in order for equal access to all programs. | Indian children 0-8 would have access to all Early Childhood Educational services. Consolidation of funding sources. | Communication from Fed/state agencies on availability of current services to tribe/villages Lack of tribal knowledge of available services. | Federal/State agencies coordinate among themselves; better directory of services; tribes request information; Tribe to develop own educational resource manual. | Immediate request to Secretary of Education to coordinate federal state services ask Congress to intervene. | Coordinate all state/fed funding agency services to Indian tribes, Alaska Natives. Legislation permitting all Indian children to participate in all Early Childhood Education program. More funds availbale to Indian tribes and Alaska Natives. |
| **Educational Institutional** | | | | | | |
| **State** | | | | | | |
| **Federal** | | | | | | |

# White House Conference on Indian Education

## RESOLUTION #06-05
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, there are currently only 107 Head Start Programs funded on a national level and there is a much greater need as evidenced by the number of existing Federally recognized tribes; and

WHEREAS, the Office of Indian Education programs within the Bureau of Indian Affairs and the Office of Indian Education programs with the U.S. Department of Education should make funds available for Pre-kindergarten educational programs for American Indian/Alaska Natives.

THEREFORE, BE IT RESOLVED, that American Indian/Alaska Native Pre-kindergarten programs be made eligible for funding for educational programs under the Bureau of Indian Affairs, OIEP and the U.S. Department of Education, Office of Indian Education.

BE IT ALSO RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #06-06

This resolution was not passed by the Delegates January 24, 1992.

# White House Conference on Indian Education

## RESOLUTION # 06-07
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, there is a great need for coordinating efforts of Head Start Programs within each state; and

WHEREAS, currently no coordinated system exists within the states that allows for a comprehensive educational delivery system including Head Start Programs on the state level.

WHEREAS, the Delegates have reviewed Recommendation:

"CREATE INDIAN DIVISION WITHIN STATE DEPARTMENTS OF EDUCATION"

THEREFORE, BE IT RESOLVED, that each state in the Union that has large populations of Indian people should have or create an Indian Education Division/person within their State Department of Education.

BE IT ALSO RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #06-08
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed the position statement on school readiness,

THEREFORE, BE IT RESOLVED, that it is recommended that fifteen percent of the National Head Start budget be set aside specifically for the American Indian/Alaska Native programs branch funding to increase the number of Indian/Alaska Native children being served.

BE IT ALSO RESOLVED, that the above recommendation be adopted with no accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# TOPIC 7: NATIVE LANGUAGE AND CULTURE

## INTRODUCTION

### Overview

The issues contained in this Topic Area paper were divided into seven categories. The purpose of the seven categories was to assist the Delegates in understanding the numerous issues and recommendations developed at the 30 State and Regional Pre-Conference activities held in 1990 and 1991. The seven categories helped to consolidate and streamline similar issues of concern.

The work session products from this topic area included a major recommendation for a United States policy in support of the preservation and strengthening of the languages and cultures of American Indians/Alaska Natives.

### Work Session Activity & Results

When this session was convened, the Delegates were given an overview of the process that had been designed to assist them in achieving their goals. These Delegates produced several recommendations, many with accompanying plans of action developed through indepth discussions and other work session activities. The approved resolutions and proposed plans of action were presented to, and eventually adopted by, the assembly of Delegates on the final day of the Conference.

The primary themes of this topic area were means of strengthening and preserving AI/AN language and culture under the auspices of U.S. policies and mandates. A Federal statement of policy and mandates was viewed as ensuring the effective oversight needed for implementation of a variety of mechanisms recommended in this topic area.

Other recommendations adopted to protect and enhance language and culture included the enforcement of existing laws, specifically the Indian Religious Freedom Act, P.L. 95-341. The Bilingual Education Act, also, needed to be impacted to redefine its focus to ensure improved standards that are culturally appropriate and improve the quality of assistance provided. Other national policies and mandates requiring adjustment include Title V- subpart I, P.L. 81-874, and the Johnson-O'Malley Program, to allow for greater parental participation in the decision-making process in regards to planning, implementation and evaluation, as well as holding account of LEAs.

Specific mechanisms to achieve the goals established within these recommendations included:

- Availability of appropriate funds for strengthening/preserving AI/AN languages and cultures;
- Protection of Indian education funds and assistance from the Graham-Rudman-Hollings Deficit Reduction Act;
- Amend S. 2044 (Native American Language Act) to amend title VII, the Bilingual Education Act to provide a new AI/AN chapter, along with other amendments;
- Educational institutions must provide and develop culturally appropriate AI/AN training, instruction, curriculum, and materials.
- Accreditation standards and teacher certification requirements to be revised to incorporate a requirement for culturally appropriate instruction and curriculum, AI/AN language, literacy and cultural teacher certification standards;
- Parental and community participation in development of culturally appropriate activities and materials; and
- Implementation of the "Indian Nations at Risk" recommendations related to AI/AN language, literacy, culture, evaluation, research and accountability.

In this area, the Delegates were able to provide valuable insight into their perspectives on the many issues of concern addressed. It was also true, that with the various constraints to this process, that some resolutions and plans of action were not as conclusive as preferred by the Delegates. It is important to place this topic area's work product in the context of the enormous number of issues confronting the Delegates, as well as the diversity of view represented in the recommended resolutions and plans of action.

These resolution and plans of action should be viewed as dynamic documents which have provided the foundation for additional, future activity. The plans of action, in particular, should not be viewed as rigid instructions, since the assumptions utilized by the Delegates in the formulation of their recommendations were premised on many variables subject to changing circumstances.

# White House Conference on Indian Education

## RESOLUTION #07-01
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed all recommendations developed by the Pre-White House conference meetings pertaining to language and culture of American Indians and Alaska Natives, and, recognize the urgent need to revive, restore, and retain the language and culture,

NOW, THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education hereby requests the President of the United States and the U.S. Congress to strengthen and increase support for the language and culture of American Indians and Alaska Natives by the following actions:

1. Amend S.2044 by adding a new chapter amending Title VII, the Bilingual Education Act of 1965 (20 U.S.C. 3001) to include a new chapter for American Indian and Alaska Native bilingual education.

A. Ensure the strengthening, preservation, and revival of native languages and cultures to permit students to learn their tribal language as a first or second language.

B. Encourage opportunities to develop partnerships (in programs funded or amended by S.2044) between schools, parents, universities, and tribes.

C. Provide for long term assessment and evaluation of programs funded under this new chapter.

The purpose of this part will be to evaluate the effectiveness of programs, conduct research that would lead to a better understanding of language development and to identify exemplary models for other groups (including heuristic, anthropological, ethnographic, qualitative, quantitative research).

D. Native language teacher competence must meet competency requirements established by tribes. These standards may be developed in cooperation with the advice of language experts of the tribes and universities that are responsible for teacher training programs.

E. Allow for program development based on successful education programs as well as new models that are innovative and explore new theories of bilingual education and language development including emersion programs.

THEREFORE, BE IT RESOLVED, that the above recommendations be adopted with the accompanying Plan of Action for Group 7.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #07-02
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed all Recommendations developed by the Pre-White House Conference meetings pertaining to language and culture of American Indians and Alaska Natives; and, recognize the urgent need to revive, restore, and retain the language and culture,

NOW, THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education hereby requests the President of the United States and the U.S. Congress to strengthen and increase support for the language and culture of American Indians and Alaska Natives by the following actions:

1. Amend Senate Bill 2044 to provide for the:

   A. Inclusion of "Language, Literacy, and Culture" in the Title; and use of the terminology "Language/Culture" throughout the Act.

   B. Development of curricula for Language/Culture, together with appropriation levels which enable the restoration of lost languages; and an overall appropriation of $200 million for language, literacy, and culture including model programs.

   C. Development of language literacy and culture certification standards by tribal governments, recognition of such certification by SEAs and accrediting institutions; and, appropriation levels which enable full implementation of the standards.

   D. Establishment of course credit for Native Language classes at Institutions of higher education Indian, by students who demonstrate literacy and proficiency in Native languages.

   E. Inclusion of American Indian/Alaska Native history and culture as a requirement for teacher certification of all teachers.

   F. Availability of appropriated funds to Indian/Alaska Native tribes and organizations including urban and rural Indian organizations, for Indian/Alaska Native language and culture.

   G. Allow American Indian and Alaska Natives to assume total responsibility for their education programs.

H. Require state and local education agencies that receive federal funds to include American Indian and Alaska Native language, culture, and history into the core of the curriculum.

2. Require the Office of Indian Education, U.S. Department of Education to collaborate with the Senate on S.2044 to include the recommendations heretofore set forth.

THEREFORE, BE IT RESOLVED, that the above recommendations be adopted with the accompanying Plan of Action for Group 7.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #07-03
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential,

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians/Alaska Natives,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the delegates have reviewed all Recommendations developed by the Pre-White House Conference meetings pertaining to language and culture of American Indians and Alaska Natives; and, recognize the urgent need to revive, restore, and retain the language and culture,

WHEREAS, a special relationship exists between the Federal government and American Indians and Alaska Natives; and

WHEREAS, there is a National crisis in Indian education.

NOW, THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education hereby requests the President of the United States and the U.S. Congress strengthen and increase support for the language and culture of American Indians and Alaska Natives by exempting all Indian Education monies from the requirements of the Gramm-Rudman-Hollings Act.

THEREFORE, BE IT RESOLVED, that the above recommendations be adopted with the accompanying Plan of Action for Group 7.

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #07-04
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians and Alaska Natives,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed all Recommendations developed by the Pre-White House Conference meetings pertaining to language and culture of American Indians and Alaska Natives; and, recognize the urgent need to revive, restore, and retain the language and culture,

NOW, THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education hereby requests the President of the United States and the U.S. Congress to strengthen and increase support for the language and culture of American Indians and Alaska Natives by the following actions:

1. Require that the Office of Indian Education and the Bureau of Indian Affairs enforce legislative requirements for parental participation in the planning, implementation, and evaluation of programs under Title V, Subpart 1, P.L. 81-874 and Johnson- O'Malley.

2. That sign off parent committee authority be required and be limited to the authorized chairperson of the parent committee in Title V, Subpart 1, P.L. 81-874 and Johnson-O'Malley programs.

3. That the Office of Indian Education establish grievance procedures for grantees and parent committees.

4. That local education agency be accountable to the parent committee.

THEREFORE, BE IT RESOLVED, that the above recommendations be adopted with the accompanying Plan of Action for group 7.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #07-05
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

That the Federal Government establish and provide adequate funding for Native languages, literacy and cultural programs for American Indians and Alaska Natives as one of the nation's highest priority.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action for Group 7.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #07-06
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

Immediately implement the Indian Nations At Risk Task Force Recommendations including those specifically related to American Indian and Alaska Native language, literacy, culture evaluation, research and accountability (Indian Nations At Risk: An Education Strategy for Action, pp. 22-31).

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**Indian Nations At Risk: An Educational Strategy for Action, October 1991, pp. 22-31**

## A Strategic Framework for Improving Schools

The Task Force recommends five major strategies for implementing its recommendations:

1. Develop comprehensive education plan that bring together federal, state, local, and tribal resources to achieve the Native education goals. These plans should draw on the most promising research and effective practices identified over the past 20 years.

2. Develop partnerships among schools and parents, tribes, universities, business and industry, and health and social service agencies. These partners must play an active role in developing local program plans.

3. Emphasize four national priorities that will significantly improve academic performance and promote self-sufficiency among American Indians and Alaska Natives.

   * Developing parent-based, early childhood education programs that are culturally, linguistically, and developmentally appropriate.

   * Establishing the promotion of students' tribal language and culture as a responsibility of the school.

   * Training of Native teachers to increase the numbers of Indian educators and other professionals and to improve the quality of instruction.

   * Strengthening tribal and Bureau of Indian Affairs colleges as a means to enhance communities and prepare students for higher levels of success when they move on to four-year colleges and universities.

4. Create mechanisms that will hold local, tribal, state, and national officials accountable for achieving the goals.

5. Foster understanding of the relationships between tribes and all levels of government.

Recommendations for Partners

Within the strategic framework, the Task Force makes the following recommendations for specific partners responsible for the education of Native children and adults:

Recommendations for Parents of Native Children

* Take responsibility for being your children's first and most important teacher, especially in the development of their language base.

* Become active in school and other activities to ensure that the school meets your expectations and to show support for schooling as important to your children's development.

* Work with your local, tribal, state, and national political representatives to ensure that proper attention is paid to improving schools and schooling.

* Develop your parental skills and continue learning throughout life.

* Hold schools accountable for educational outcomes.

Recommendations for School Officials and Educators

* Promote and maintain high expectations for all students. Teach them the skills they need to prepare for vocational, technical, business, or other professional careers.

* Make the curriculum academically challenging. Integrate the contemporary, historical, and cultural perspectives of American Natives. Give education a multicultural focus to eliminate racism and promote understanding among all races.

* Establish and enforce a code of conduct for students teachers, and administrators.

* Make the school a comfortable and safe place. Keep it free of alcohol and drugs.

- Develop, recruit, and retain top-quality teachers and administrators. Encourage and reward them. Seek out educators from the Native community who can serve as role models.

- Monitor the progress of students, use appropriate evaluation and assessment information to improve instruction, and share the results with parents.

- Welcome parents, tribal leaders, and other members of the community as partners. Show them how to become involved in their children's education.

- Help students explore the connection between what they learn in school and what they need to know to experience productive and satisfying lives. Encourage students in efforts to find jobs, seek advanced training, or go on to a university.

- Work with the providers of health and social services to help reduce the difficulties facing many Native children.

- Form partnerships with local colleges, business and industry, and other community organizations to expand the human and financial resources of schools.

Recommendations for Tribal Governments and Native Communities

- Promote tribal/community responsibility and accountability for the education of all students.

- Pursue the intellectual, cultural, social, spiritual, and physical development of all children and adults as tribal priorities.

- Establish tribal/community education plans that define the purposes of education and outline the goals and strategies necessary to carry out those purposes.

- Provide financial and other kinds of support necessary to ensure development of the academic skills and training of professionals necessary to develop self-sufficient communities.

- Support students seeking education in the vocational/technical fields.

- Appoint tribal leaders to work directly with local and state agencies to promote the tribe's education goals and to ensure the representation of these goals in local education plans and initiatives.

- Recognize the need to develop job opportunities locally that will encourage students to continue their education.

- Develop partnerships with government, philanthropic organizations, and business and industry to create educational endowments (with tax adjustments) to help meet the costs of operating tribal schools and colleges.

Recommendations for Local Governments and Schools

- Remove social and political barriers that prevent Natives from being elected to school boards in their communities.

- Ensure that school budgets address the multicultural educational needs of the citizens served by the local schools.

- Provide opportunities for parents from the multicultural communities to develop partnerships with schools serving their communities.

- Give the principals direct authority and responsibility for building partnerships and improving schools.

- Insist on the use of textbooks and other library and learning resources that provide contemporary and historical information on American Natives from a variety of perspectives.

Recommendations for State Governments

- Develop comprehensive educational plans with local districts and tribal governments to meet the educational needs and to improve the academic achievement of Native students.

- Require state departments of education to allocate funding and technical assistance to local schools to incorporate early childhood education principles in the primary grades, to develop curricula that are culturally and linguistically appropriate for all grades, and to provide in-service training for teachers of Natives.

- Allocate specific funding for schools serving Native children to develop and use linguistically, culturally, and developmentally appropriate curricula.

- Enact legislation that implements Title I of P.L. 101-477, the Native American languages Act of October 30, 1990, in public schools.

- Develop legislation, in partnership with universities and tribes, that allows tribal language, culture, and vocational experts to attain certification as classroom teachers once their competence as teachers has been documented.

- Require state departments of education to report annually on the progress their schools are making toward improving academic performance and meeting the national American Indian and Alaska Native Education Goals.

- Provide alternative education options such as model schools, magnet schools, and other schools designed to meet the unique language and culturally related educational needs of Native students.

## Recommendations for the Federal Government

### Systemic Education Reforms:

- Declare the improvement of schools that Native children attend and the improvement of theacademic performance of Native children to be the nation's highest priority for services to American Indians and Alaska Natives.

- In cooperation with Secretaries from other departments, undertake annual reviews of all federal appropriations for the education of Native children and adults, and coordinate the establishment of priorities for Native education programs across the federal government.

- Seek authorization to limit federal regulatory requirements for schools and universities that develop comprehensive plans, approved by the Secretary, to improve the quality of education for Native students.

- Encourage colleges, universities, and state and local education agencies to develop comprehensive plans that incorporate the Indian Student Bill of Rights and the national American Indian and Alaska Native Education Goals.

- Promote legislation that will require public and Bureau of Indian Affairs schools to include the participation of tribes, Native communities, and parents of Native children in the development, implementation, and evaluation of local, state, and federal plans.

- Require tribal approval of local and state plans as a condition of approval by the U.S. Department of Education for limiting rules, regulations, and requirements of federal education programs serving Native children and adults.

- Seek legislation to establish an Assistant Secretary for Indian Education in the U.S. Department of Education to provide national direction and coordination for all Department of Education programs serving Native students.

- Seek legislation to amend the Bilingual Education Act to allow for the retention and continued development of Native languages in accordance with Title I of P.L. 101-477, the Native American language Act of October 30, 1990.

Priorities for Additional Funding:

- Provide additional funding to support early childhood education, prenatal care, and parental training programs that are linguistically, culturally, and developmentally appropriate for Native children in every American Indian and Alaska Native community.

- Seek legislation to require federal programs providing social services to Natives to develop partnerships with tribal groups and schools serving Native children. These partnerships should give the highest priority to prenatal care, parental training, and early childhood education, as well and health care for expectant mothers and young children.

- Seek legislation to authorize the establishment of a national research and school improvement center for Native education. The center would serve as a resource for schools educating Native children, tribes, state departments of education, and universities and as a source of funding for research designed to improve education programs and academic achievement of Native students.

- Seek legislation to amend the Indian Education Act of 1972, as amended, (Title V, P.L. 100-297) to provide long-term discretionary funding for model projects and outreach activities for Native parents and students designed to improve schools and academic performance.

- Seek legislation to amend the Higher Education Act of 1965, as amended, by-
  - Requesting authorization to establish a set-aside for Natives in the Special Programs for Disadvantaged Students (Title N of the Higher Education Act) programs to ensure increased access to and completion of higher education.

  - Requesting authorization for an Indian College set-aside in Title III of the Act.

Priorities for Research, Statistics, and Evaluation:

- Create a national information center to collect and distribute information on educational technology and programs that use technology for improving schools and learning.

- Provide for a system of independent evaluation and dissemination of programs and projects shown to be effective for Native children.

- Assess the extent of adult illiteracy in Native communities, review the adequacy of current funding and programs, and develop plans to eliminate illiteracy in the Native communities.

- Assess the unmet higher education financial and academic needs of Native students and coordinate the development of specific plans, programs, and budgets to increase the number of Native students attending and graduating from our nation's colleges and universities.

- Seek an increase in funding to train Native educators for elementary, secondary, and university teaching and other professions in science, mathematics, law, engineering, medicine, business, the social sciences and related fields as a national priority.

- Request the Department of Interior to implement fully P.L. 95-561, Title of the Education Amendments Act of 1978, expanding Indian self-determination in BIA schools.

- Seek legislation to ensure equity in funding for school facilities and school operations to improve the effectiveness of BIA and Impact Aid schools serving Native students.

- Seek equity in funding for facilities and the operation of tribal and federal colleges at levels that match the average national per-pupil expenditures in public community colleges.

## Recommendations for Colleges and Universities

- Institutionalize funding for Native students, faculty, and programs that strengthen the technical and professional capabilities of Native communities.

- Revise teacher training programs to prepare educators to work within a multicultural setting that supports and challenges students from diverse cultures.

- Develop, recruit, hire, and retain American Indian and Alaska Native faculty.

- Encourage scholarly work on curricula and textbook development that incorporates Native perspectives.

- Develop partnerships with school districts to improve local education.

- Develop partnerships with Native communities to provide technical assistance, train professionals, and address research questions important to those communities.

# White House Conference on Indian Education

## RESOLUTION #07-07
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

All funds appropriated for Indian Education must have provisions for Indian control and accountability.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #07-08
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of American Indians and Alaska Natives,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled delegates,

WHEREAS, the American Indian/Alaska Native children/students are suffering from culturally insensitive federal, public, private, parochial and community school systems treatment to observe their respective tribal affiliations,

WHEREAS, our American Indian/Alaska Native children/students are subjected to culturally insensitive federal, public, private, parochial, and community school systems requiring that these individuals wear their hair by prescribed hair codes enforced by these school systems,

WHEREAS, the culturally insensitive federal, public, private, parochial and community school systems are contradicting the traditional language, culture and religious expression practiced by American Indian/Alaska Native learners,

WHEREAS, the culturally insensitive federal, public, private, parochial and community school systems hair style regulations, and policies are not correlated to learning enhancement and athletic ability,

THEREFORE, BE IT RESOLVED, that:

1. The White House Conference on Indian Education Native Language and Culture delegates hereby approve this resolution requesting the President of the United States, Honorable George A. Bush and Congress of both the Senate and the House of Representatives recognize, acknowledge and support the need for Native language and culture as a significant instrument to the improvement of American Indian/Alaska Native education.
2. The White House Conference on Indian Education Native Language and Culture delegates also request that the federal, public, parochial and community school systems receiving federal funding for American Indian/Alaska Native learners to expedite the implementation of the Indian Religious Freedom Act by immediately developing dress and hair code policies and regulations that reflect the traditional language, culture and religious expressions practiced by these students.

3. In this recognition and acknowledgment, the White House Conference on Native Languages and Culture delegates further requests that the U.S. Department of Education recognize, acknowledge and support the importance to carry out the intent of this resolution.

WHEREAS, the delegates have reviewed Recommendation:

THEREFORE, BE IT RESOLVED, that the above recommendation is agreed to, with the stipulation that further review and, where necessary, modifications be made prior to its implementation.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## PLAN OF ACTION FOR RESOLUTIONS 7-01 THROUGH 7-07

**Amend S.2044 by adding a new chapter amending Title VII, the Bilingual Education Act of 1965 (20 U.S.C. 3001) to include a new chapter for American Indian and Alaska Native bilingual education.**

A. Ensure the strengthening, preservation, and revival of native languages and cultures to permit students to learn their tribal language as a first or second language.

B. Encourage opportunities to develop partnerships (in programs funded or amended by S.2044) between schools, parents, universities, and tribes.

C. Provide for long term assessment and evaluation of programs funded under this new chapter.

   The purpose of this part will be to evaluate the effectiveness of programs, conduct research that would lead to a better understanding of language development and to identify exemplary models for other groups (including heuristic, anthropological, ethnographic, qualitative, quantitative research).

D. Native language teacher competence must meet competency requirements established by tribes. These standards may be developed in cooperation with the advice of language experts of the tribes and universities that are responsible for teacher training programs.

E. Allow for program development based on successful education programs as well as new models that are innovative and explore new theories bilingual education and language development including emersion programs.

Amend S.2044 to provide for the:

A. Inclusion of "Language, Literacy, and Culture" in the Title; and use of the terminology "Language/Culture" throughout the Act.

B. Development of curricula for Language/Culture, together with appropriation levels which enable the restoration of lost languages; and an overall appropriation of $200 million for language, literacy, and culture including model programs.

C. Development of language literacy and culture certification standards by tribal governments, recognition of such certification by SEAs and accrediting institutions; and appropriation levels which enable full implementation of the standards.

D. Establishment of course credit for Native Languages at institutions of higher education for Indian students who demonstrate literacy and proficiency in native languages.

E. Inclusion of American Indian/Alaska Native history and culture as a requirement for teacher certification of all teachers.

F. Availability of appropriated funds to Indian/Alaska Native tribes and organizations including urban and rural Indian organizations for Indian/Alaska Native language and culture.

G. American Indians and Alaska Natives to assume total responsibility for their education programs.

H. Require state and local education agencies that receive Federal funds to include American Indian and Alaska Native language, culture, and history into the core curriculum.

2. Require the Office of Indian Education and the U.S. Department of Education to collaborate with the Senate on S.2044 to include the recommendations heretofore set forth.

Whereas a special relationship exists between the Federal government and American Indians and Alaska Natives and whereas there is a national crisis in Indian education, it is recommended that all Indian education monies be exempt from Gramm-Rudman-Hollings Act.

Require that the Office of Indian Education and the Bureau of Indian Affairs enforce legislative requirements for parental participation in the planning, implementation, and evaluation of programs under Title V, Subpart 1, P.L. 81-874 and Johnson-O'Malley.

3. That sign off parent committee authority be required and be limited to the authorized chairperson of the parent committee in Title V, Subpart 1, P.L. 81-874 and Johnson-O'Malley programs.

4. That the office of Indian Education establish grievance procedures for grantees and parent committees.

5. That local education agencies be accountable to the parent committee.

That the Federal Government establish and provide adequate funding for Native languages, literacy and cultural programs for American Indian and Alaska Native languages, as one of the nation's highest priorities.

Immediately implement the Indian Nations at Risk Task Force Recommendations including those specifically related to American Indian and Alaska Native language, literacy, culture evaluation, research and accountability.

Submit the above recommendations immediately to the U.S. Congress, Department of Education and Interior Department for immediate implementation of each of these resolutions and that these resolutions be monitored by the National Indian Policy Center.

# TOPIC 8: STRUCTURE FOR SCHOOLS

## INTRODUCTION

### Overview

The issues contained in this topic area paper were divided into seven categories. The purpose of the seven categories was to assist the Delegates in understanding the numerous issues and recommendations developed at the 30 State and Regional Pre-Conference activities held in 1990 and 1991. The seven categories helped to consolidate and streamline similar issues of concern.

The work session products from this topic area included the recommendation for the United States to adopt a statement of policy. This policy, premised on the United State's trust responsibility to protect tribal rights and interests. The principal element of the United States-tribal relationship, as stated in one recommendation is a respect for tribal sovereignty and tribal rights to determine their own future. The principal elements include development of education research plans, appropriate structures to address cultural, linguistic and education needs, research information and coordination of collaborative efforts.

### Work Session Activity & Results

When this work session group was convened, the Delegates were given an overview of the process that had been designed to assist them in achieving their goals. These Delegates produced several recommendations, many with accompanying plans of action developed after indepth discussion and other work session activities. These proposed resolutions were presented to, and adopted by the assembly of Delegates on the final day of the Conference.

One primary theme of this topic area concerned how locally-determined needs could be met. This recommendation also addressed the need to restructure and reform education and that efforts must be based on locally-assessed needs. Complementary recommendations to this primary theme were those to enforce and fully utilize existing laws, regulations, and courts, which support restructuring of school systems.

Additionally, efforts to streamline existing systems to provide for a better coordinated, consolidated, and comprehensive approach to educational planning, research and services, as determined by the affected Indian community. However, this topic area also recognized that additional data and research needed to be accomplished to better refine all educational efforts and services. These research and data collection activities were expected to address the cultural and linguistic needs, as determined by the tribes and affected AI/AN communities and schools.

Specific mechanisms to achieve the goals established within these recommendations included:

- Establish regional AI/AN Research Institutes to accomplish a variety of functions, for example, information repository, and impact teaching practices;
- Inventory all available resources to improve school systems;
- Develop Indian education programs, based on locally-assessed and determined needs;
- Coordination of infrastructure to support educational systems and services for all AI/AN children;
- Institute Memorandum of Agreements between affected agencies and entities;
- Establish State Indian education offices; and
- Support for the development of appropriate alternative structures to address the cultural, linguistic and educational needs of Indian students.

In this area, the Delegates were able to provide valuable insight into their perspectives on the many issues of concern addressed. It was also true, that with the various constraints to this process, that some resolutions and plans of action were not as conclusive as preferred by the Delegates. It is important to place this topic area's work product in the context of the enormous number of issues confronting the delegates, as well as the diversity of view represented in the recommended resolutions and plans of action.

These resolutions and plans of action should be viewed as dynamic documents which have provided the foundation for additional, future activity. The plans of action, in particular, should not be viewed as rigid instructions, since the assumptions utilized by the Delegates in the formulation of their recommendations were premised on many variables subject to changing circumstances.

# White House Conference on Indian Education

## RESOLUTION #8-R-1
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"Regional Indian/Alaska Native Educational Research Institutes - It shall be the policy of the Federal Government to provide sources of funding for Regional Indian/Alaska Native Educational Research institutes to develop and implement Regional Indian/Alaska Native Educational Research Plans for the purpose of: (1) Effecting Teaching Practices that maximize Indian and Native Alaska Learning; (2) Establish a repository of research information that is fully accessible by regional tribal groups, organizations and local education agencies; and (3) Developing a collaborative relationship between the institute and regional tribal groups, organization and local education agencies in the creation of the research plans."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, 8-R-1, "Structure of Schools - Regional Indian Education Research Institutes."

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**TOPIC AREA #8**
STRUCTURE FOR SCHOOLS
RESOLUTION # 8-R-1

| **CATEGORY:** **Structure of Schools: Regional Indian Educational Research Institutes** | | | | | | |
|---|---|---|---|---|---|---|
| **LEVELS** | **RECOMMENDATION** | | **LEVEL OF ACTION REQUIRED** | **STRATEGY** | | |
| | | | | **ACTION STEPS REQUIRED** | | |
| | **Primary Goal** | **Secondary/Supporting Goals** | **Issue and/or Barrier** | **Immediate or Self-Effectuating** | **Short Term/ Interim** | **Long Range/ Continuing** |
| **Tribal/Local/ Community** | Establish Regional research Institutes on Indian Education | Collection of Data and Information and Dissemination<br>Identify all sources of Indian Education funding | Funding Locations<br>Purpose of Data | Funding<br>1. Legislation<br>a. Congress<br>b. Interior<br>c. DOE<br>d. BIA<br>e. Private<br>f. OMB | Develop guidelines with tribal and Alaska Native input<br>Secure support of tribal communities and government | Continue to update guidelines |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Educational Institutional** | | | Tribes are Sovereign nations. The U. S. has a trust responsibility for the tribes' protection and advancement. The tribes have the right and the duty to define and build their future through their own institution. | Time line strategies | | Gather data and disseminate<br>Develop strategies to aid tribes in using the data to improve structure of the school and Indian education |
| **State** | | | | Inform all involved | | |
| **Federal** | | | | | | |

# White House Conference on Indian Education

## RESOLUTION #8-R-2
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, tribes, Indian/Alaska Native communities, schools and districts are now required to assess local needs for funding purposes, and

WHEREAS, those needs are best determined at the local level, and

WHEREAS, educational personnel and parents are best equipped to determine the needs of their students in their community, and

WHEREAS, funding does not always allow those locally assessed needs to be met,

THEREFORE, BE IT RESOLVED, that it shall be the policy of the Federal government to maximize full funding for Indian education programs based on locally assessed needs as determined by tribes, Indian/Alaska Native communities and schools.

And it should further be the policy of the Federal government to provide for coordination of funds for all Indian/Alaska Native education programs.

Therefore be it resolved, that the above recommendation be adopted with the accompanying Plan of Action, "8-R-2".

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

RESOLUTION 8-R-2

# CONFERENCE OUTCOME

**ISSUE:** It shall be the policy of the federal government to fully fund Indian Education Programs based on locally assessed needs as determined by tribes/Indian communities/schools.

| LEVELS | RECOMMENDATIONS | ACTION/STRATEGY PLAN | |
|---|---|---|---|
| | | LONG RANGE | SHORT TERM |
| Tribal/Local/ Community | | | |
| Educational Institutional | | | |
| State | | | |
| Federal | It shall be the policy of the Federal government to maximize full funding for Indian Education Programs based on locally assessed needs as determined by tribes/Indian communities/schools. | Congress is to pass legislation to consolidate and/or provide for coordination of funds for all Indian Education Programs. | Such policy is to involve the programs and services provided by BIA/DOE/IHS and the Indian Education Act. |

# White House Conference on Indian Education

## RESOLUTION #8-R-3
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

THEREFORE, BE IT RESOLVED, that Congress pass legislation to ensure that the policy of the Federal government to promote and support the development of coordinated infrastructures for education services to all Indian/Alaska Native children as determined by tribe, Indian/Alaska Native community and schools."

BE IT FURTHER RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "8-R-3".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**ISSUE:** It shall be the policy of the Federal government to promote and support the development of coordinated infrastructures for education services to all Indian children as determined by tribe/Indian, community/schools.
FOR RESOLUTION #8-R-3

| LEVELS | RECOMMENDATIONS | ACTION/STRATEGY PLAN | |
|---|---|---|---|
| | | LONG RANGE | SHORT TERM |
| **Tribal/Local/ Community** | | | 1. To encourage unification of all education services on or near Indian reservations.<br>2. Through MOAs, require that participation of other local, federal, state and tribal agencies in the education of Indian youth. |
| **Educational Institutional** | | 1.The educational system will be allowed to have a single board of education. | 1. Consolidate/ correlate curriculum and instruction in all schools.<br>2. Common school (education) policies<br>3. Consolidate other services i.e., food services and transportation |

| | | | |
|---|---|---|---|
| **State** | 1. Recommend the establishment of Indian education offices in the state | 1. Recommend that LEAs collaborate with IECs and tribes in the development and implementation of relevant education services to Indian youth. | |
| **Federal** | Congress pass legislation to ensure that the policy of the Federal government to promote and support the development of coordinated infrastructures for education services to all AI/AN children as determined by tribe, AI/AN Native community and schools. | 1. To evaluate the education value of BIA operated ORIBs as related to the needs of the students | 1. Support the concept of local tribal control of education and that federal agencies be an active participant in the implementation of the educational infrastructure |

PAGE 2 OF RESOLUTION #8-R-3

# White House Conference on Indian Education

## RESOLUTION #8-R-4
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"It shall be the policy of the Federal government and states to support the development of appropriate alternative structures to address the unique cultural, linguistic, and educational needs of Indian students as determined by tribes, Indian/Alaska Native communities and schools."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, 8-R-04, "School Structure: Need for Alternative School Structures."

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**FOR RESOLUTION # 8-R-4**
**TOPIC AREA #8**
STRUCTURE FOR SCHOOLS

## CATEGORY: School Structure: Need for Alternative School Structures

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| **Tribal/Local/ Community** | Create and/or reform education systems that serve Indian/Native populations | 1. To increase tribal and local control of community education systems<br>2. To restructure education systems to meet the needs of Indian/ Native communities | 1. Be informed/ trained and empowered to implement desired changes in local education systems | | 1. To review existing research and community needs assessments in context of potential reform<br>2. To identify needed changes | To implement needed changes |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Educational Institutional** | | 3.Alternative education systems will meet or exceed recognized accreditation standards | 1.Implement recommended changes in coordination with Tribes/ local Indian communities<br>2.Barriers include<br>a funding<br>b.resistance to change<br>c.outdated and inappropriate methodology | 1.Meet with Tribes/local communities to discuss implementation of innovative holistic approaches to education. | 1.Utilize existing federal programs to begin needed reform. | To continue coordination with Tribes/ Indian communities regarding adaptation to Indian student/ family needs in education |
| **State**<br>PAGE 2 OF 3 FOR RES #8-R-4 | | | Recognize/ acknowledge sovereignty /authority of Tribes/ local/ Indian/ communities | To begin consultation /negotiation with Tribes/local Indian communities regarding Tribal sovereignty and community based control of education. | | Initiate recognition procedures of Tribal sovereignty and local control of school structure |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Federal** | It shall be the policy of the U.S. and states to support the development of appropriate alternative structures to address the unique cultural, linguistic, and educational needs of Indian students as determined by tribes, Indian/Alaska Native communities and schools | | To provide policy and funding for implementing all recommendations concerning school structure. | Issuance of an executive order mandating compulsory adherence to existing federal programs, and regulations, by school districts receiving these funds | Begin policy development and identification of new funding sources for tribal governance and local control of community based school structure | Implement policies and allocate funds enabling national Indian education reforms to be attained through community based and locally controlled initiatives |

PAGE 3 OF 3 FOR RESOLUTION #8-R-4

# White House Conference on Indian Education

## RESOLUTION #8-R-5
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

THEREFORE, BE IT RESOLVED, that "It shall be the policy of the Federal government to take immediate steps to fully implement those existing status, rules, regulations, court orders which support restructuring of schools."

THEREFORE, BE IT FURTHER RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## PLAN Of Action
## FOR RESOLUTION # 8-R-5
## TOPIC AREA #8: STRUCTURE FOR SCHOOLS

I. Category: Student Needs/Family Needs/Tribal Issues/etc.

- o Restructuring necessarily involves all three.

II. Recommendation:

A. Primary Goal

It shall be the policy of the federal government to take immediate steps to fully implement those existing status, regulations, rules, etc., which supports restructuring of schools. (Work with Governors, where necessary?)

B. Secondary/Supporting Goals

All existing statutes regulations, rules, etc., at all levels of Government that deal with Indian Education shall be reviewed in consultation with affected Indian Tribes and communities.

III. Level of Action Required:

- * Initiate action at federal level.
- * Impacts all other levels
- * Must be done in consultation with tribes and Indian/Native Communities.

IV. Strategy

A. Immediate or Self-Effectuating Action Steps Required.

Review process of all federal statues, regulations, etc., in consultation with tribes, etc.

B. Short Term/Interim Action Steps Required.

- * Seek necessary funding
- * Streamline bureaucracy to eliminate bureaucratic layers
- * Implement those which support restructuring

C. Long Range/Continuing Action Steps Required.

For those which do not support, modify or eliminate -- or create new, if necessary -- to facilitate an effective restructuring process to meet the needs of all Indian and Native children.

## 8-R-5 PLAN of Action

Continue/expand consultation process.

Do annual report to Congress and Indian tribes, tribal organizations, etc., on progress on the above.

# TOPIC 9: HIGHER EDUCATION

## INTRODUCTION

### Overview

The issues contained in this Topic Area paper were divided into seven categories. The purpose of the seven categories was to assist the Delegates in understanding the numerous issues recommendations developed at the 30 State and Regional Pre-Conference activities held in 1990 and 1991. The seven categories helped to consolidate and streamline similar issues of concern.

The major work products from this topic area included those issues related to tribal control and capability enhancement in education and related endeavors. There was the added concern that efforts to improve student outcomes should also result in benefits to the tribal community in its economic and social structures. Other issues of concern focused on the quality of the fabric of the infrastructures, for example tribally controlled community colleges, teachers and other, which are needed to improve student outcomes.

### Work Session Activity & Results

When this work session was convened, the Delegates were given an overview of the process that had been designed to assist them in achieving their goals. These Delegates produced several recommendations, many with accompanying plans of action developed after indepth discussion and other work session activates. The approved resolutions and proposed plans of action were presented to, and eventually adopted by, the Conference Delegates on the final day of the Conference.

The primary themes of this work session group focused on tribal control with Federal resources through the establishment of tribal education departments. Additionally, it was recommended that tribes receive Federal and state assistance to develop histories, undertake research, develop and institute training and curriculum, all of which would be culturally relevant and accurate.

Another large area of concern focused on the needs of educational institutions to aid in positive student outcomes. Some recommendations called for an increase of more American Indian and Alaska Native personnel; another for all personnel to be culturally sensitized.

Other recommendations focused on strengthening the capabilities of the infrastructure of these institutions. This included library services, language and cultural services. The need for advanced technology was addressed, such as enabling students to access to other institution resources and instructors through telecommunications' networking. Improved linkages between tribally controlled community colleges and other education institutions could also be accomplished under other methods and for other purposes, for example, student internships for career development/guidance, training and course/instruction.

Appropriate support for both student scholarships and tribally controlled community college purposes was also targeted. Student aid was proposed to be expanded to include non-tuition areas; for example, summer and post-graduation employment placement, and single parent support services. Financial aid was recommended to be an entitlement. Both Federal and state resources were identified as needing to be fully accessed and utilized.

Other goals of this topic area included better coordination between student graduation and community employment opportunities, making assistance available to TCCCs' to serve all members of the community, ensuring that Federal aid for Indian students utilized a common definition that upheld and respected the rights of tribe to determine their membership.

Specific mechanisms identified in this topic area to implement and achieve the recommendations included:

- Draft Executive Order to support TCCC's eligibility for research contracting under all departmental opportunities;
- OIE to institute a research initiative for tribal education planning;

- Support for the establishment of tribal learning centers to develop tribal histories, culturally appropriate accreditation and testing standards;
- Provide support for tribal education departments;
- Appropriate support for new and existing TCCCs for more scholarships, for all construction needs, to create extended student studies program; to provide technical assistance to tribes, to also assist the development of tribal master and strategic plans through new economic and social development centers;
- Increase number of AI/AN education personnel; develop Federal and state legislation requiring teacher training in Indian sovereignty, history, etc. and for other retention activities;
- Implement recommendations on the Native American Library and Information Services of the 1991 White House Conference on Libraries and Information Services;
- Fund AIHEC to establish AI/AN national university network through long-distance learning technology;
- State and other higher educational institutions need to undertake more outreach for AI/AN students recruitment, such as instituting programs for providing college credit in high school, provide student internship opportunities;
- Establish new entities such as heritage centers, centers for New Growth and Development to assist Tribes in economic, social and infrastructure needs; and
- Proposed legislation to authorize loan forgiveness through the Higher Education Act Amendments, to provide other assistance such as removing federal tax on aid, eliminating family contribution requirements, and Vocational Education Act Amendments to improve Indian participation.

In this area, the Delegates were able to provide valuable insight into their perspectives on the many issues of concern addressed. It was also true, that with the various constraints to this process, that some resolutions and plans of action were not as conclusive as preferred by the delegates. It is important to place this topic area's work product in the context of the enormous number of issues confronting the Delegates, as well as the diversity of view represented in the recommended resolutions and plans of action.

These resolutions and plans of action should be viewed as dynamic documents which have provided the foundation for additional, future activity. The action plans, in particular, should not be viewed as rigid instructions, since the assumptions utilized by the Delegates in the formulation of their recommendations were premised on many variables subject to changing circumstances.

# White House Conference on Indian Education

## RESOLUTION #T9-1
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"That the White House Conference on Indian Education strongly urges that the United States Department of Education create a research initiative for the Department of Indian Education dedicated specifically to American Indian/Alaska Native education and that in its implementation seek out American Indian/Alaska Native scholars who are committed to aggressively addressing the educational needs of American Indian/Alaska Native communities, and data and other information developed under these auspices must be disseminated widely but especially to American Indian/Alaska Native nations, organizations, and communities."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action "Educational Institution, Federal".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**TOPIC AREA #9**
HIGHER EDUCATION
FOR RESOLUTION #T9-1

# CATEGORY: **Educational Institution, Federal**

| LEVELS | RECOMMENDATION |  | LEVEL OF ACTION REQUIRED | STRATEGY |  |  |
|---|---|---|---|---|---|---|
|  |  |  |  | ACTION STEPS REQUIRED |  |  |
|  | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| **Tribal/Local/ Community** |  |  | Traditional distrust of the research. |  |  |  |
| **Educational Institutional** |  |  | Lack of financial support for research. |  |  |  |
| **State** |  |  | Lack of interest and financial support. |  |  |  |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Federal** | Development of data bases which tribes, etc. might use to facilitate planning in meeting all educational needs of Indian communities | Creation of a close relationship between the research community and practitioner in tribal development | Failure to understand the need. | | | Annual appropriation of 5% of OIE budget should be set aside for research. This amount should be added to the regular appropriation without penalty to existing programs. |

PAGE 2 OF ACTION PLAN FOR RESOLUTION #T9-1

# White House Conference on Indian Education

## RESOLUTION # T9-2
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference strongly recommends federal government provides the necessary funds and technical assistance to Indian/Alaska Native tribes to develop authentic tribal histories, develop learning centers for language and cultural presentation; develop capabilities of tribes to accredit tribal schools and certify teachers; and

Identify and eliminate all standardized tests administered by states which systematically eliminate prospective teachers; and

Strengthen articulation networks between high schools and post secondary institutions. Upon request of the tribe, four year state supported institutions lend expertise to K-12 schools and tribally controlled community colleges on Indian reservations."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "Technical Assistance/Standardized Tests".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

FOR RESOLUTION T9-2

**ISSUE: Technical Assistance/Standardized Tests**

| LEVELS | RECOMMENDATIONS | ACTION/STRATEGY PLAN | |
|---|---|---|---|
| | | LONG RANGE | SHORT TERM |
| **Tribal/Local/ Community** | | | |
| **Educational Institutional** | Strengthen articulation between High Schools and Post-secondary institutions. | | Conduct conferences between high schools and colleges.<br>Conduct in service training for high school counselors and advisors. |
| **State** | Eliminate standardized tests.<br>Lend expertise to K-12 and TCCC. | State legislative alternatives to existing tests.<br>Make a permanent budget line item appropriations. | Reduce or phase out existing tests.<br>Increase state funding. |
| **Federal** | Provide resources and technical assistance to Tribes to develop authentic tribal histories. | Accredit Tribal institutions.<br>Certify Teachers.<br>Develop learning centers for language/cultural preservations. | Submit funding request in appropriations bill. |

# White House Conference on Indian Education

## RESOLUTION T9-3
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"That the White House Conference recommends that the President of the United States issue an Executive Order for the Tribally Controlled Community Colleges (TCCC), such that all cabinet level Departments of the Federal government identify resources and implement contracts with Tribally Controlled Community Colleges to perform research and advance study; to achieve equity with the President Reagan's Executive Order for Historically Black Colleges and University."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "Executive Order for Tribally Controlled Community Colleges".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

### TOPIC AREA #9
### HIGHER EDUCATION
### FOR RESOLUTION T9-3

**CATEGORY:** Executive Order for Tribally Controlled Colleges

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY<br>ACTION STEPS REQUIRED | | |
|---|---|---|---|---|---|---|
| | Primary Goal | Secondary/Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| **Tribal/Local/ Community** | To inform the White House about the need for equity of opportunities | To develop well equipped and professional trained tribal membership. | Linkage with the White House must be built with state delegation. | Tribal College officials meet with departments of the federal government to familiarize about TCC's. | Directory of assessed research and advanced study capacity in the TCC's. | Meeting annually with federal departments to update and monitor contracting activity. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Educational Institutional** | Tribally controlled colleges perform assessment of contract potential to perform and, subsequently enter into scholarly research. | To acquire acquaintance with HBCU contracting and support with Executive Dept. | Strengthen linkage between tribal governments and White House through meetings and correspondence. | Train liaison officers to form contracts and training grants appropriate to Executive Depts. | Apply for contract, implement contracts thereby developing research capacities. | Monitor contract levels across all departments and participate in interdepartmental meetings of Executive Depts. |
| **State** | | | | | | |
| **Federal** | To draft and finalize an Executive Order for Tribally Controlled Colleges. | To receive consultation with TCCs and Tribes on Executive Order content. | Review criteria used by departments to qualify contractors to determine access to contracts with TCCs. | Review the impact and effect of the Executive Order for Historically Black Colleges and universities | Identify Executive Dept. administrative authority in existing laws that enable TCC contract performance | Establish an interdepartmental task force that monitors research contracts |

# White House Conference on Indian Education

## RESOLUTION T9-4
## PREAMBLE

This resolution was not passed by the Delegates on January 24, 1992.

# White House Conference on Indian Education

## RESOLUTION T9-5
## PREAMBLE

The White House Conference on Indian Education was convened on January 22,23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviews by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"That the White House Conference on Indian Education mandates that financial and other resources be provided to tribal education departments, tribal colleges and Indian institutions of higher education and Indian/Alaska Native students to increase the number of American Indians/Alaska Natives in graduate study in areas consistent with tribal/Indian/Alaska Native community developmental needs."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "Serving tribal needs through graduate study."

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a Quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**ISSUE:** Serving Tribal Needs Through Graduate Study
FOR RESOLUTION T9-5

| LEVELS | RECOMMENDATIONS | ACTION/STRATEGY PLAN | |
|---|---|---|---|
| | | LONG RANGE | SHORT TERM |
| **Tribal/Local/ Community** | Define professional developmental needs of each tribe. | Employ those who have completed graduate study. | Complete needs assessment. |
| **Educational Institutional** | Work with Tribes/Indian community to develop advanced level study in areas related to defined needs. Seek accreditation at graduate level. | Complete requirements for accreditation. | Secure special funding to develop programs at the graduate level. |
| **State** | | | |
| **Federal** | Extend BIA higher education regulations to include graduate study. Provide financial assistance to Tribal colleges and Indian institutions to develop and/or expand study programs at the graduate level. | Establish permanent funding program. | Change regulations to secure additional funds for graduate students' studies. |

# White House Conference on Indian Education

## RESOLUTION T9-6
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education strongly recommends the Carl D. Perkins Vocational and Applied Technology Education Act (Department of Education) be amended to provide assurance that funds be earmarked for American Indians/Alaska Natives; and

Further resolve to amend the Jobs Training Participation Act to provide appropriate funding to assist American Indians/Alaska Natives with transportation support."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "Vocational Education".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**TOPIC AREA #9**
HIGHER EDUCATION
FOR RESOLUTION T9-6

| **CATEGORY:** Vocational Education | | | | | | |
|---|---|---|---|---|---|---|
| **LEVELS** | **RECOMMENDATION** | | **LEVEL OF ACTION REQUIRED** | **STRATEGY** | | |
| | | | | **ACTION STEPS REQUIRED** | | |
| | **Primary Goal** | **Secondary/Supporting Goals** | **Issue and/or Barrier** | **Immediate or Self-Effectuating** | **Short Term/ Interim** | **Long Range/ Continuing** |
| **Tribal/Local/ Community** | | | | | | |
| **Educational Institutional** | | | | | | |
| **State** | | | JTPA trainees have limited resources to travel to training sites, causing dropouts. | Publish revision of Rules & Regs. for ITPA. | Accept comment from communities on ITPA Rules, Regs, Finalize. | Monitor Indian ITPA Trainee completion levels due to transportation support. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Federal** | Change Rules & Regulations on ITPA to access and retain additional American trainees. Establish methods of assuring Indian student and Tribal College participation in programs funded by Carl Perkins Act. | Compare state outcomes with planned Indian student participation levels. | Currently there is no assurance process and TCCC's are not being funded by Carl Perkins Act through states. | Amend Carl Perkins Act to define tribes as states. | Prescribe a planning process. | Consistent TCCC participation in Carl Perkins Act. |

# White House Conference on Indian Education

## RESOLUTION T9-7
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education strongly recommends that state certification include a requirement for teachers of elementary and secondary education to receive six hours of culturally relevant courses on American Indian and Alaska Native tradition and culture; and, the Federal government make available to tribal governments funds to develop codes for institutional accreditation and certification of academic discipline."

THEREFORE, BE IT RESOLVED, that the above recommendation is agreed to, with the stipulation that further review and, where necessary, modifications be made prior to its implementation.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-8
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"That the White House Conference Delegates support and urge the Congress of the U.S. to provide supplemental funding to tribally controlled colleges and post-secondary institutions supported by tribal resolution to increase the number of professional personnel within Indian Nations through retention programs and innovative learning strategies by enacting state and federal legislation."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action "Retention/Innovation learning".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**ISSUE:** Retention/Innovation Learning
FOR RESOLUTION T9-8

| LEVELS | RECOMMENDATIONS | ACTION/STRATEGY PLAN | |
|---|---|---|---|
| | | LONG RANGE | SHORT TERM |
| Tribal/Local/ Community | | | |
| Educational Institutional | State/private institutions should interface with tribal programs to link up for distance learning. | Establish intergovernmental agreement with states/private institutions of higher education to obtain services at the M.A. Phd level. | |
| State | Become involved in retention programs that impact upon the quality of workers through direct services for day care, tutoring and pre-college programs. | Enter into agreements and pass legislation that would allow states to support programs for day care, tutoring and pre-college programs. | |

| | | | |
|---|---|---|---|
| **Federal** | -Increase funding for specific job sector professions at the MA and Phd levels.<br>-Allow Tribes full authority to determine regulations for BIA's scholarships services based upon needs.<br>-Include TCC in the training section of the Health Care Improvement Act. | -Obtain supplemental funding specifically for "target" professions.<br>-Amend Health Care Improvement Act to include tribal colleges. | |

PAGE 2 OF RESOLUTION T9-8

# White House Conference on Indian Education

## RESOLUTION T9-9
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"That the White House Conference strongly urges that state and Federal government mandate that all teachers take courses in tribal sovereignty, culture and history of Native Americans."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "Native American Culturally based component in Teacher Federal Programs".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**ISSUE:** Native American Culturally based Component in Teacher Education Programs
FOR RESOLUTION T9-9

| LEVELS | RECOMMENDATIONS | ACTION/STRATEGY PLAN | |
|---|---|---|---|
| | | LONG RANGE | SHORT TERM |
| **Tribal/Local/ Community** | | | |
| **Educational Institutional** | | | |
| **State** | State and federal governments mandate that all teachers take courses in tribal sovereignty, culture and history of Native Americans. | | State certification requirements reflect Native American component. |
| **Federal** | State and federal governments mandate that all teachers take courses in tribal sovereignty, culture and history of Native Americans. | | Provide funding for development of Native American culturally based curricula. |

# White House Conference on Indian Education

## RESOLUTION T9-10
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education hereby requests that the President of the U.S. and the U.S. Congress support the Development and Operation of Tribally Controlled College through funding as authorized in the Tribally Controlled Community Colleges Act."

Secondary Recommendations:

1. That the Executive Branch provide increased funding, resources and technical assistance for feasibility studies for tribal communities seeking to establish Tribal Community Colleges.
2. That Congress fund the Tribally Controlled College Act at the full authorized amount of $5,820 per student.
3. That Congress amend the Tribally Controlled College Act to provide funding for the development of graduate, post-secondary graduate, and post graduate at Tribally Controlled Colleges, and furthermore, that the Department of Education be authorized to provide funding for the same.
4. That Congress fund the construction portion of the Tribally Controlled Community College Act.
5. That Congress fund the Technical Assistance portion/ Section of the Tribally Controlled Community College Act.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "Tribally Controlled Community College Act".

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**ISSUE:** Tribally Controlled Community College Act for Resolution T9-10

| LEVELS | RECOMMENDATIONS | ACTION/STRATEGY PLAN | |
|---|---|---|---|
| | | LONG RANGE | SHORT TERM |
| **Tribal/Local/ Community** | | Address the critical needs and coordinate the approaches to address/assist Tribal priority development i.e. Economic Development, Education Community Development. | Continued support from Tribes to the TCC be garnered. TCC's and Tribal government need to lobby. |
| **Educational Institutional** | | Master plans, strategic plan need to be submitted to Congress. A comprehensive Education Development plan must be generated to assist Tribal government and Indian communities. | TCC's express needs to Tribal, State and Congress for funding requests on facility needs, program operation expansions and student enrollment increases. |
| **State** | | | State legislature should be approached to augment funding for programs. |
| **Federal** | The President and Congress support the development and operation of Tribally Controlled Community College Act. | -That Congress increase the level of funding commensurate with Historical Black Colleges and Universities.<br>-That Congress amend the Act for full funding of graduate students. | That Congress fund the TCC Act at the full authorized amount of $5,280 per student and facilities construction and for Technical Assistance for proper Educational development. |

# White House Conference on Indian Education

## RESOLUTION T9-11
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education hereby requests that the President of the United States and the Congress of the United States support the American Indian Higher Education Consortium efforts to develop the consortium's distance learning capabilities which has the potential to establish an American Indian/Alaska Native University Network."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "American Indian/Alaska Native Network".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**ISSUE:** American Indian/Alaska Native University Network For Resolution T9-11

| LEVELS | RECOMMENDATIONS | ACTION/STRATEGY PLAN | |
|---|---|---|---|
| | | LONG RANGE | SHORT TERM |
| **Tribal/Local/ Community** | | | |
| **Educational Institutional** | | | |
| **State** | | | |
| **Federal** | Support the American Indian Higher Education Consortium's efforts to develop its distance learning capabilities which has the potential to establish an American Indian University Network. | Funding to establish the Native American University Network to permit the offering of Addociate, Baccalaureate, Master and Doctorate Degrees to Indian people on all Reservation and urban areas. | Funding to electronically link the 26 colleges in the American Indian Higher Education Consortium. |

# White House Conference on Indian Educations

## RESOLUTION T9-12
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled delegates,

WHEREAS, the delegates have reviewed Recommendation:

"That the White House Conference on Indian Education hereby requests that states provide financial support for non-Indian students attending Tribally Controlled Colleges as tribal colleges do not receive funding through the TCC Act for these students."

THEREFORE, BE IT RESOLVED, that the above recommendation is agreed to, with the stipulation that further review and, where necessary, modifications be made prior to its implementation.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-13
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference mandates an increase in the number of Native Americans Alaska Natives recruited, trained, and hired into the teaching profession."

Therefore be it resolved, that the above recommendation be adopted without an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-14
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education strongly recommends that colleges and universities establish articulation agreements with high schools which would furnish general education requirements to potential students and lend expertise to K-12 programs in 'Indian Country' and urban and rural Indian Alaska Native communities, tribally controlled colleges, and other post secondary institutions supported by tribal resolutions.

Therefore be it resolved, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-15
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education strongly recommends that the appropriate Federal agencies launch a major initiative to support implementation of the latest information technology for elementary, secondary and higher education in Indian/Alaska Native communities and in academic programs for American Indians/Alaska Natives."

THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education requests that the President of the U.S. and Congress of the U.S. provide financial support for the establishment of Archives, preservation of archives and support of museums, and heritage centers for Tribes where research, preservation and promotion of the culture and heritage of its members can be accomplished.

Specifically:

A. That the appropriate Federal government agencies immediately determine and implement advanced technology that delivers post secondary education successfully to Indian/Alaska Native communities and programs.

B. That grants be made available by the Federal government to Native American/Alaska Native communities and educational programs for the purchase of high technology equipment and computer hardware and software to support local higher education institutions.

C. That the Office of Indian Education provide technical training for Indian higher education staff to adapt and develop more appropriate and a greater number of technical tools to meet the specific needs of Indian/Alaska Native students and faculty.

D. That Congress appropriate funds and amend the appropriate statutes to provide for telecommunications for Indian/Alaska Native communities and higher education programs including access to the National Research and Education Network.

E. That ederal and tribal programs provide support to organizations active in the area of cultural and historic preservation.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-16
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education supports the recommendation of the 1991 White House Conference on Libraries and Information Services that pertain to American Indians and Alaska Natives, especially as contained in pages 58 through 63."

Therefore be it resolved, that the above recommendation be adopted with the accompanying pages 58 through 63 from the 1991 White House Conference on Libraries and Information Services that pertain to American Indians and Alaska Natives.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## On Native American Library and Information Services

### A. General Policy

1. THEREFORE, BE IT RESOLVED that it shall be the policy of the federal government to ensure that all Native Americans possess a basic program of public library and information services, including adequate facilities, print and nonprint resource collections, equipment, properly trained library and information personnel, and regional Native American networking infrastructures, and to encourage all states to adopt this policy within their state library-development programs.

2. BE IT FURTHER RESOLVED that in order to provide for the proper implementation of this policy, Title IV of the Library Services and Construction Act (LSCA) should be amended as follows to include:
**Part A.** Basic grants and supplemental entitlement should be funded by an LSCA set aside.
**Part B.** Special Projects. Provision of $5,000,000 per fiscal year with three years of forward funding with a 20 percent matching requirement, continuation contingent upon positive evaluation.
**Part C.** Training and Education. Provision of $1,000,000 for the first year, plus such sums as are required for subsequent years for 1) fellowships, 2) traineeships, 3) institutes and workshops.
**Part D.** Research and demonstration studies.
**Part E.** National Technical Assistance, Training, and Information Technology Center.
**Part F.** Literacy. Discretionary funds for children, youth, and adults.
**Part G.** National Advisory Committee on Native American Libraries, members to be appointed as follows: 4 by House; 4 by Senate, 4 by President, 4 by Chair of NCLIS - 10 of these members shall be Native Americans nominated by Native American governments,, organizations, and communities. This committee will be under the jurisdiction of the permanent independent National Commission on Libraries and Information Science, and will have a separate appropriation to carry out these activities.
**Part H.** All programs will be administered by a special Library Services for Native Americans Branch within the office of Library Programs (Office of Educational Research and Improvement), for which Indian preference shall be applied for staffing according to regulations prescribed by the Bureau of Indian Affairs (BIA). Additionally, adequate technical support and sufficient funds shall be provided to enable the professional staff to visit 10 percent of all program grantees annually.

## B. Technical Amendments to Legislation Affecting Native American Libraries

1. BE IT RESOLVED that the Children's Television Act of 1989 be amended to include a Native American set-aside providing the following:

a. Require the FCC to mandate children's programming to include subjects especially representing acceptable and appropriate depictions of Native American history and culture.

b. Ensure that current positive lifestyles and contributions of Native American people are represented accurately.

2. RESOLVED FURTHER that the National Museum of the American Indian Act be amended to provide for establishment of a National Native American Library Center within the Museum of the American Indian to:

a. Implement the long-range strategic plan for development of library and information services to Native Americans as continually modified, monitored, and reevaluated by the tribal governments operating under it.

b. Serve as a stimulus and focal point for the preservation, production, collection, and distribution of materials of interest to Native American libraries.

c. Operate as a clearinghouse and referral center for materials (including oral history and language materials).

d. Provide technical assistance through a bank of Native American resource people who can provide intensive, short-term help through a "TRAILS-like" on-going program (the TRAILS program was a telephone based materials and technical assistance clearinghouse).

e. Facilitate a national network capability.

f. Establish links between the National Native American Library Center and high school and college counselors regarding library career training opportunities for Native American students.

g. Encourage a horizontal approach to information access funding within BIA and other federal agencies so that health, social services, economic development, job training, and other programs carry their own information services support components.

3. RESOLVED FURTHER that the Depository Library Program Act be amended to permit each tribal government or reservation to designate one library on or near a reservation as a depository library for publications of the U.S. Government.

4. RESOLVED FURTHER that the High-Performance Computing Act of 1990 be amended to include Native American involvement in a coordinated federal research program to ensure continued U.S. leadership in high-performance computing.

5. RESOLVED FURTHER that the Higher Education Act of 1966, which includes Native American Culture and Arts programs, be amended to provide the rewriting of Native American materials, including

textbooks to correct inaccuracies as written by non-Native American authors and historians.

6. RESOLVED FURTHER that the Hawkins-Stafford Elementary Secondary Act be amended to provide for cooperative library programs in conjunction with other child-serving agencies. Schools serving Native American children should be enabled to provide special after-school and homework help and tutoring programs in collaboration with other agencies providing similar help.

7. RESOLVED FURTHER that the Community Services Act, which contains provision for the administration of Native Americans, be amended to provide:

a. Family literacy programs for all Native American communities.

b. Coordination of existing resources such as child-care centers, health care programs, foster grandparents programs, and adult basic education programs.

c. Culturally based programs which incorporate the oral tradition, Native American cultural materials, and the utilization of elders for intergenerational impact.

8. RESOLVED FURTHER to amend the Act authorizing the U.S. National Center for Education Statistics (NCES) to mandate that NCES collect statistical information on tribal libraries and tribal archives, including the same questions collected for other library services and additional questions, as needed, to reflect the uniqueness of tribal collections.

9. RESOLVED FURTHER that the National Endowment for Humanities Act be amended to set aside no less than $500,000 or 10 percent (whichever is the greater) annually for special purpose grants to tribal libraries.

## C. Information Technology

1. NOW, THEREFORE, BE IT RESOLVED that grants be made available to Native American libraries for the purchase of high technology equipment and computer hardware and software.

2. BE IT FURTHER RESOLVED that technical training be provided for Native American library staff to adapt and develop more appropriate and a greater number of technical tools to meet the specific needs of Native American libraries.

3. BE IT FURTHER RESOLVED that a major initiative, including funding, be provided for telecommunications for Native American library information systems (i.e., telephones, facsimile, satellite, fiber optics, and other state-of-the-art technology).

### D. Sovereignty

1. NOW, THEREFORE, BE IT RESOLVED that libraries be asked to implement policies which expressly support tribal sovereignty, and

2. BE IT FURTHER RESOLVED that the White House Conference on Library and Information Services adopt and express, as a part of their library policy, support for the existence of tribes and their inherent sovereignty.

### E. Professional Development of Library Personnel

1. NOW, THEREFORE, BE IT RESOLVED that scholarships, internships, and training assistance funds be provided under a special legislative initiative to:
    a. Develop Native American library professionals and paraprofessionals.
    b. Acquire resources and funding for continuing education and professional 1 development of Native American library personnel and library and information supporters, particularly in the areas of oral history, preservation, audio-visual production, and management of small/rural libraries.
    c. Support travel and stipends for representatives in fieldwork and practice. d. Allow travel, honoraria, and housing for resource people to visit Native American libraries.

2. BE IT FURTHER RESOLVED that training and development programs and funds be provided for local community-based boards, volunteers, and tribal members.

### F. Information and Cultural Needs

1. NOW, THEREFORE, BE IT RESOLVED that federal and tribal programs providing support to organizations active in the area of cultural and historical preservation need to provide stronger financial, technical, and administrative support.

2. BE IT FURTHER RESOLVED that federal programs which depend on state-directed boards to administer grant applications should discontinue this process and establish boards of tribal people actively involved in similar programs and tribal elders to aid in grant application review.

3. BE IT FURTHER RESOLVED that all federal and federally-funded programs which hold information about a specific tribe provide copies of that material to the tribe of origin, or, where adequate facilities exist, that arrangements be made for the return of original material.

4. THEREFORE BE IT RESOLVED that an inventory of tribal resources and archives shall be conducted and continued on an ongoing basis, at both tribal and off-research libraries.

## G. National Native Library Technical Assistance Center

1. NOW, THEREFORE, BE IT RESOLVED that the Congress authorize the establishment of a National Native Library Technical Assistance Center and appropriate, adequate, ongoing funding to provide:
   a. Technical assistance in library operations, funding, grant writing, etc.
   b. Staff training, both on-site and remote.
   c. Information and referral via a toll free number.
   d. Monthly newsletter.
   e. Development and dissemination of training materials, such as manuals, videos.
   f. Materials on training, selection, and other professional issues.

2. BE IT FURTHER RESOLVED that the Center must be governed by a Board of Directors, with membership comprised of at least 60 percent Native Americans, whose purpose will be to serve the needs of Native American communities to improve library services and the advancement of information technology.

## H. Dynamic Role of Native Libraries

1. NOW, THEREFORE, BE IT RESOLVED that libraries and Native governments and communities be given resources to encourage matching library activities to community programs and priorities.

2. AND FURTHER, BE IT RESOLVED that Native American libraries be encouraged to institute innovative programs based on community needs.

## I. Information Clearinghouse

1. NOW, THEREFORE, BE IT RESOLVED that a national clearinghouse and information center, with regional branches to allow networking within the Native American community, be established.

## J. International Cooperation

1. NOW, THEREFORE, BE IT RESOLVED that appropriate legislation be enacted and international agreements made, particularly with Canada, to permit open and speedy electronic and manual delivery of documents and services across boundaries, and 2. BE IT FURTHER RESOLVED that international cooperation be sought to facilitate access to appropriate foreign collections.

**K. State-Tribal Cooperation**

1. NOW, THEREFORE, BE IT RESOLVED that all states in which reservations are located and/or have significant Native American populations be urged to promptly implement similar legislation.

2. BE IT FURTHER RESOLVED that the federal government encourage, by legislation or policy, state governments to enter into a memorandum of understanding with tribal governments and libraries, when desired and requested by the Native American people.

3. BE IT FURTHER RESOLVED that Congress encourage states to recognize Native American governments, organizations and libraries as direct recipients of state-administered funds allocated to library and information service programs.

4. BE IT FURTHER RESOLVED that Native Americans be represented on various policy boards and organizations at the local state and national level.
5. BE IT FINALLY RESOLVED that this initiative be accomplished in recognition and support of Native American sovereignty and developmental needs.

**L. Standards and Certification**

1. NOW, THEREFORE, BE IT RESOLVED that Congress should provide resources for Native American government organizations and libraries to come together to develop library standards, including personnel certification and staffing standards specific to their special program needs.

2. BE IT FURTHER RESOLVED that Congress should mandate that federal and state agencies recognize Native American government- or organization-operated library information service certification and training programs as complying, for all purposes, with state or federal standards.

**M. Government Library Relationships**

1. NOW, THEREFORE, BE IT RESOLVED that the National Congress of American Indians membership issue a policy statement supporting a priority for the role and needs of our libraries.

## N. Private Sector

1. NOW, THEREFORE, BE IT RESOLVED that the Indian pre-conference to the White House Conference on Library and Information Services, promote and encourage foundations and businesses to assist in the development of Indian libraries.

## O. Scholarships

1. NOW, THEREFORE, BE IT RESOLVED that Congress establish a scholarship or fellowship program for Native American individuals for baccalaureate or graduate degrees in library science or library management with certification.

2. BE IT FURTHER RESOLVED that Congress establish a scholarship or fellowship program for which Native Americans and organizations are eligible to enable the Native American entities to negotiate with schools of library science to provide specific academic programs to meet the special needs of Native American libraries and information centers. (PETITIoN 07)

# White House Conference on Indian Education

## RESOLUTION T9-17
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education strongly recommends that the Recruitment and Retention of Native American/Alaska Native Students and faculty be a priority."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation with an accompanying Plan of Action, "Recruitment and Retention".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**ISSUE:** Recruitment/Retention for Resolution T9-17

| LEVELS | RECOMMENDATIONS | ACTION/STRATEGY PLAN | |
|---|---|---|---|
| | | LONG RANGE | SHORT TERM |
| **Tribal/Local/ Community** | | | |
| **Educational Institutional** | -Fellowships and professional assistanceships must be created as part of effort to recruit Native Americans.<br>-must be made accountable for retention and success. | -Develop memoranda of agreements.<br>-Report to Tribes annually. | |
| **State** | | | |
| **Federal** | Completion of studies for Native American Students. | | |

# White House Conference on Indian Education

## RESOLUTION T9-18
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"That the White House Conference on Indian Education strongly recommends that tribes support Indian/Alaska Native Students."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action, "By providing fellowships and employment opportunities at tribal offices for Native American urban and reservation students".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-19
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"That the White House Conference on Indian Education strongly recommends that the President of the U.S. and Congress provide funding for centers for New Growth and Development that will directly assist tribes with defining economic and social needs and establishing government infrastructure."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation with an accompanying Action Plan "New Growth/Development."

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**ISSUE:** New Growth and Development for Resolution T9-19

| LEVELS | RECOMMENDATIONS | ACTION/STRATEGY PLAN | |
|---|---|---|---|
| | | LONG RANGE | SHORT TERM |
| **Tribal/Local/ Community** | | | |
| **Educational Institutional** | | | |
| **State** | | | |
| **Federal** | Provide funding for Centers for New Growth and Development at Tribally Controlled Colleges that will directly assist Tribes with defining economics and social needs and establishing government infrastructure. | That the Tribal College will be a major economic development research and assistance center for growth and development for Tribes. | That the Tribally Controlled Colleges empower a team of tribal members with training and experience who will assume the direction of the Center. |

# White House Conference on Indian Education

## RESOLUTION T9-20
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education recommends that state governments, institutions and agencies develop a plan and dialogue to provide for summer internships that will prepare students for employment with these agencies; and, the BIA and IHS should develop a plan and dialogue with all Federal agencies to provide summer internships and provide for future employment and to enforce the requirement of the Indian Preference Act to apply to all Federal agencies."

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION #T9-21
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education strongly recommends that Congress provide financial aid to the American Indian/Alaska Native students on an entitlement basis as part of the fulfillment of its trust responsibility to native people."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action "Entitlement".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

**ISSUE:** Entitlement for Resolution T9-21

| LEVELS | RECOMMENDATIONS | ACTION/STRATEGY PLAN | |
|---|---|---|---|
| | | LONG RANGE | SHORT TERM |
| **Tribal/Local/ Community** | | | |
| **Educational Institutional** | | | |
| **State** | | | |
| **Federal** | Congress provide financial aid to American Indian/Alaska Native students on an entitlement basis as part of the fulfillment of its trust responsibility to Native people. | BIA and Dept. of Education award grants to American Indians/Alaska Natives without regard to their eligibility for, or receipt of, other sources of financial aid. | The BIA and Dept. of Education monitor and ensure compliance that Indian/Alaska Native students are not penalized in their eligibility for other aid because of their application for and receipt of, a grant awarded as a result of their tribal membership. |

# White House Conference on Indian Education

## RESOLUTION T9-22

## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education recommends that the Federal government provide funding to tribes for development of authentic and current histories and for tribal learning centers for language preservation cultural preservation and development historic preservation."

THEREFORE, BE IT RESOLVED, that the above recommendation is agreed to, with the stipulation that further review and, where necessary, modifications be made prior to its implementation.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-23
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education strongly support amending the Higher Education Act: to establish a loan forgiveness plan for Indian/Alaska Native teachers and education professionals; to increase the number of quarters/semesters for financial aid eligibility; to increase the number and maximum award amount for Pell grants; to minimize or eliminate student/family contributions (as determined by congressional methodology; to remove federal income tax requirements on scholarships; to simplify the financial aid application process; to increase funding for American Indian/Alaska Native students to all higher education levels."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Action Plan.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-24
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education recommendation to the Federal government that the White House Conference on Indian Education strongly recommends that colleges and universities utilize in the admissions and financial aid process a consistent definition of Native American/Alaska Native which does not infringe on the tribe's authority to define membership and to guard against student self-identification."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Action Plan.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Ross O. Swimmer
Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-25
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"We recommend that a articulation between high schools and colleges to be established. Successful articulation between high schools and colleges should provide improved school attendance, high school graduation and enable Indian/Alaska Native students to gain college credit while they are enrolled in high school. This will enable the student to gain high school and college credit during their last year of high school and give them an early start in college."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-26
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"Recognizing the need for Indian teachers that will effectively provide role models for our Indian/Alaska Native students; we recommend that state institutions, with the assistance of Federal, state, tribal funds, provide a relevant teacher training program."

"We recommend that a cooperative agreement be established with tribes, school districts and community agencies to implement this recommendation. Develop a teacher training program for Indian/Alaska Native people. Work with colleges and universities to ensure that graduates of this program with receive state certification."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-27
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference strongly recommends that State plans pursuant to the Carl D. Perkins Act specifically address the needs of American Indian/Alaska Native students by directing the Department of Education to require states provide written assurances and documented plans to meet vocational education needs space upon consultation with the affected Native population."

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-28
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education strongly recommends that states respond fully to the needs of single Indian parents eligible to participate in training sponsor under any section of Carl D. Perkins Act."

Therefore be it resolved, that the above recommendation be adopted without an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-29
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education recommends that Indian/Alaska Native graduate students receive adequate financial support and the institutions provide linkage or job opportunities for students while attending Graduate School, and these linkages should provide employment upon graduation."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Plan of Action.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-30
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"The White House Conference on Indian Education strongly recommends that graduate study be funded at adequate levels and increased funding provided to tribal governments for the implementation of graduate program funding and research."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Action Plan.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION T9-31
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled delegates,

WHEREAS, the delegates have reviewed Recommendation:

"The White House Conference on Indian Education strongly recommends that, pursuant to the trust relationship between Indian/Alaska Native Nations and the U.S. Government, scholarships should be exempt from rules proposed in the Federal Register, December 10, 1991, entitled "Non-discrimination in Federally Assisted programs, Title VI of Civil Rights Act of 1964."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Action Plan.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# TOPIC 10: NATIVE NON-NATIVE PERSONNEL

## INTRODUCTION

### Overview

The issues contained in this Topic Area paper were divided into seven categories. The purpose of the seven categories was to assist the Delegates in understanding the numerous issues and recommendations developed at the 30 State and Regional Pre-Conference activities held in 1990 and 1991. The seven categories helped to consolidate and streamline similar issues of concern.

This work session group produced one resolution and three plans of action. These four documents incorporated several major issues of concern. Of principal concern was the recommendation for "the United States to honor, maintain, and respond to the Treaty Rights and Trust Responsibilities;" and "[AI/AN] education be made an entitlement through recognition of the treaty rights and the enormous contributions of land and life made by Indian tribes and Alaska Natives to American...."

Included as an addendum to this topic group's activity was a recently developed chart on the average teacher's salary and per pupil expenditures by state. This information, compiled by the National Education Association (NEA), was inserted by the Task Force staff to exemplify the national diversity in these matters and provide some comparative rates for Indian education pay and pupil purposes.

### Work Session Activity & Results

When this work session was convened, the delegates were given an overview of the process that had been designed to assist them in achieving their goals. These Delegates produced several major recommendations in the one resolution and four action plans. These recommendations were presented to, and eventually adopted by, the Conference Delegates on the final day of the Conference.

The primary themes of this work group were a United States statement of policy, recommending entitlement status for Indian education, and tribal involvement in decision making at all levels affecting those services and issues benefitting their communities.

Other major issues were the recommendations addressing improve recruitment and retention of AI/AN education professionals, including the development of professional development opportunities for employees. Other recommendations involved the protection and appropriate utilization of AI/AN cultural values and language in learning environments. Also, family and community involvement in facilitating positive changes to learning environments.

Specific mechanisms identified in this topic area to implement and achieve the recommendations included:

- Culturally appropriate developed and utilized in-service and pre-service training programs for all educational employees;
- Use and access to reenforce culturally relevant learning styles and curriculum, and student support services;
- Tribal partnerships with local school districts, education institutions and state departments of education to improve student outcomes and provide leadership for positive changes to learning environments; and
- Amend statutes to require incorporation of culturally appropriate aspects in reform of learning environments, especially curricula.

In this area, the Delegates were able to provide valuable insight into their perspectives on the many issues of concern addressed. It was also true, that with the various constraints to this process, that some resolutions and plans of action were not as conclusive and plain as preferred by the Delegates. It is important to place this topic area's work product in the context of the enormous number of issues confronting the delegates, as well as the diversity of view represented in the recommended resolutions and plans of action.

These resolution and plans of action should be viewed as dynamic documents which have provided the foundation for additional, future activity. The plans of action, in particular, should not be viewed as rigid instructions, since the assumptions utilized by the Delegates in the formulation of their recommendations were premised on many variables subject to changing circumstances.

# White House Conference on Indian Education

## RESOLUTION #10-1
## PREAMBLE

It will be the policy of the United States to honor, maintain, and respond to the Treaty Rights and Trust Responsibilities;

That Indian and Alask Native Education be made an entitlement by recognizing the Treaty Rights and enormous conributions of land and life made by Indian tribes and Alaska Natives to America by substantially increasing and continuing appropriate sources of funding or services;

That all Indian and Alaska Native people must be involved in decision making at all levels.

The White House Conference on Indian Education was convened on January 22,23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recomendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the geographical dispersement of all American Indians and Alaska Natives is such that they must be recognized as participants in the total education process.

WHEREAS, All American Indians and Alaska Natives who do not have the same status must have their identified needs addressed to ensure that the national education goals are met for full Iparticipation to occur equitably. The White House Conference on Indian Education Delegates addressing the issue of Native and non-native school personnel mandates the President of the United States and Congress to execute the following:

A uniform and consistent unding cycle which does not change from year to year must be established for all Indian and Alaska native programs. Forward funding must be included in this policy change.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action for Teacher/Administrative In-service/Pre-service Training and Retention of American Indian and Alaska Native Professionals; Student Issues; and Family/Community.

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## PLAN OF ACTION

## TOPIC AREA #10

I. Category:

TEACHER/ADMINISTRATIVE IN-SERVICE/PRE-SERVICE TRAINING AND RETENTION FOR AMERICAN INDIAN AND ALASKA NATIVE PROFESSIONALS.

II. Recommendation:

A. Primary Goal

The Native and non-Native subcommittee believes that there is an immediate need to develop and support the recruitment and retention for American Indian and Alaska Native professionals at all educational levels including higher education.

B. The Native and non-Native subcommittee believes that adequate and appropriate in-service training programs must be designed and provided to all educational employees.

III. Level of Action Required:

A. Educational Institution

The Native and non-Native subcommittee believes that we need to support existing and future institutions, including Indian controlled colleges that will provide professional development opportunities for school employees.

IV. Strategy

States must recognize the validity of "Eminent Scholars" and their positive impact upon our students and schools.

# PLAN OF ACTION

## TOPIC AREA #10

I. Category: STUDENT ISSUES

II. Recommendation:

A. Primary Goal

The Native/non-Native subcommittee believes that learning environments need to exist that protect, respect, and reinforce the culture, language and values of Native people.

B. Secondary/Supporting Goals

Tribal governments and schools must recognize that they play an important role in providing professional development opportunities for all education employees.

III. Level of Action Required:

A. Issue and/or Barrier

1. Educators of Indian children must be knowledgeable of social and cultural values that affect the learning style of American Indian and Alaska Native students.

2. Limited presence of appropriate American Indian and Alaska Native curriculum.

3. Tribes need to cooperate with administrators and school personnel to foster a positive learning environment for Indian and Alaska Native students.

4. Educators of American Indian and Alaska Native students must have access and/or be provided access to university expertise and training to address the educational issues affecting students.

5. Students will be provided with and will have access to comprehensive student support services.

## PLAN OF ACTION

## TOPIC AREA #10

I. Category:

FAMILY/COMMUNITY

II. Recommendation:

A. Primary Goal

American Indian and Alaska Native families need to be empowered to actively participate in facilitating change in the learning environment.

B. To foster respect for the Indian and Alaska Native tribal language, culture and traditions.

C. Testing should be used for accommodating student needs rather than validation of student weaknesses.

Tribes and/or communities should be involved in a collaborative effort and play an active role in establishing a positive learning environment.

III. Level of Action Required:

A. Tribal/Local

Tribes should be involved in partnerships with school districts to ensure an education that produces Indian and Alaska Native citizens who can participate in their local communities as well as in the larger community of the dominant society.

B. Educational Institution

Education institutions need to develop programs to assist tribes and local school districts in implementing a change process.

C. State

State Departments of Education must provide leadership by mandating school districts with significant American Indian and Alaska Native populations to initiate collaborative partnerships designed to foster respect for our languages, culture and traditions.

D. Federal

Federal regulations for all categorical program monies should require states to involve American Indian and Alaska Natives in the development of state program plans.

## IV. Strategy

A. To amend assisting legislation to ensure that school districts consider the learning environment that takes into consideration the culture and tradition of Indians and Alaska Natives.

The President will issue a statement to the Nation's educators addressing the concept of inclusion of Indian and Alaska Native culture in curriculum.

There should be a complete rewriting of legislation to accommodate learning environment of Indian and Alaska Native communities.

# TOPIC 11: ADULT EDUCATION AND LIFELONG LEARNING\ PARENTAL, COMMUNITY AND TRIBAL PARTNERSHIPS

## INTRODUCTION

### Overview

The issues contained in this Topic Area paper were divided into seven categories. The purpose of the seven categories was to assist the Delegates in understanding the numerous issues and recommendations developed at the 30 State and Regional Pre-Conference activities held in 1990 and 1991. The seven categories helped to consolidate and streamline similar issues of concern.

The major work products from this topic area included those recommendations emphasizing the need to conduct assessments on adult education programs for a variety of purposes. These included an assessment to update and consider consolidating legislatively and by regulation; to survey and evaluate for level of services to define tribal, state and federal responsibility and duties for adult education, and to meet cultural vocational and educational needs of AI/AN families. These would be accomplished in fulfillment of the U.S. government's obligation to provide quality educational opportunities to all AI/AN.

### Work Session Activity & Results

When this work session was convened, the Delegates were given an overview of the process that had been designed to assist them in achieving their goals. These Delegates produced several recommendations, many with accompanying plans of action developed after indepth discussion and other work session activities. The approved resolutions and plans of action were proposed to, and eventually adopted by, the Conference Delegates on the final day of the Conference.

The primary themes of this work group focused on the need for enhancing adult education services to meet cultural vocational and educational needs through strengthened tribal education departments and codes. Other activity would be the establishment of parent and community policy boards. Another area of concern was the need for defining tribal, state and federal responsibilities, and strengthening existing programs. The work session group envisioned a comprehensive assessment effort to assist in budget request justifications; defining criteria for adult education, in job opportunities establishing partnerships between tribes, local, state and federal agencies to improve services and define administrative responsibilities and duties; and in addressing community needs. Tribal, state and federal partnership activities were viewed as a means of improving coordination of all related services and to maximize the resources provided through these efforts. It was stressed that this partnership needed to prioritized adult, vocational and community education needs under their agencies for social and human resource services.

Specific mechanisms in this topic area to implement and achieve the recommendations included:

- 3 year comprehensive assessment programs;
- Direct funding to tribes under all educational programs;
- Establish tribal education departments;
- Support for all educational services, especially under ISEP, including training centers, and to meet the community's cultural vocational, and education needs;
- Support for new school construction;
- Establish culturally and community-based learning centers;
- Tribal effort's through improved employment opportunities, new personnel codes, development business incentives;
- Partnerships to institute public relations and consumer campaigns to target eligible population and services;

- Partnerships to integrate adult/vocational education activities with high schools, colleges and other higher education institutions;
- Use partnerships to enhance support services, refine respective roles and responsibilities, and assist targeting funds and resources;
- Increase set-aside funding under Carl Perkins Act programs, establish 2% set aside for AVE programs, and support Family English Literacy under Bilingual Education Act;
- Extend funding from one year to 3 to 5 years, delete matching funds requirement under library services, provide forward funding for all BIA education programs; and support availability of funding for newly recognized tribes;
- Define tribal consultation for Vocational Education, Adult Education, Title V, JOM;
- Legislation to support research into, and implementation of, innovative programs, using NIEA, NCAI and culturally-based learning centers, and to establish a Research and Development Center; and
- Establish a National Tracking System, after one year pilot, under OIE and through national Indian organizations to better address the needs of tribal, rural and urban AI/AN.

In this area, the Delegates were able to provide valuable insight into their perspectives on the many issues of concern addressed. It was also true, that with the various constraints to this process, that some resolutions and plans of action were not as conclusive as preferred by the Delegates. It is important to place this topic area's work product in the context of the enormous number of issues confronting the Delegates, as well as the diversity of view represented in the recommended resolutions and plans of action.

These resolution and plans of action should be viewed as dynamic documents which have provided the foundation for additional, future activity. The plans of action, in particular, should not be viewed as rigid instructions, since the assumptions utilized by the Delegates in the formulation of their recommendations were premised on many variables subject to changing circumstances.

# White House Conference on Indian Education

## RESOLUTION #11-1
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"That an immediate assessment be conducted to consider updating and consolidation of Adult Indian Education legislative policy and program regulations."

Therefore be it resolved, that the above recommendation be adopted with the accompanying Plan of Action, "11-1".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

TOPIC AREA #11-1

## CATEGORY: Disparity of legislative policy and regulations of Adult Indian Ed.

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interm | Long Term/ Interim |
| **Tribal/Local/ Community** | That tribal information and comments on Adult Indian Ed. legislative policy and program regs be compiled. | | | | Compile information | |
| **Educational Institutional** | That each educational institution be notified eligibility to contract the survey. | | | | | |
| **State** | That each affected state review the existing policy and regulations, regarding adult Indian Education leg. policy & regs. | | | | The state information /comments would be shared for incorporation into the assessment study. | |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| **Federal** | That an assessment be conducted to consider the updating and consolidation of Adult Indian Ed. Leg. Policy & Program Regs. |  |  |  | The assessment project should be contracted out to an independent Indian organization |  |

PAGE 2 OF 2 FOR RESOLUTION 11-01

# White House Conference on Indian Education

## RESOLUTION 11-02
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"That a nation-wide comprehensive assessment of Indian Adult Education and Occupational needs be conducted every three years to correlate Educational program demands with the annual congressional budget request."

THEREFORE BE IT RESOLVED, recommendation be adopted with the accompanying Plan of Action, "11-02".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

TOPIC 11-02

**ISSUE:** **Adult Education and Occupational needs/Adult Vocational Education**

| LEVELS | RECOMMENDATIONS | ACTION/STRATEGY PLAN | |
|---|---|---|---|
| | | LONG RANGE | SHORT TERM |
| **Tribal/Local/ Community** | That a comprehensive assessment of Indian adult education and occupational needs be conducted every three years to correlate educational programs needs with annual congressional budget request | Comprehensive Assessment to be conducted every three years | |
| **Educational Institutional** | That a comprehensive assessment of Indian adult education and occupational needs be conducted every three years to correlate educational program needs with annual congressional budget request | | 1. Need data to be collected at the Tribal and State level and compiled at the National level by NACIE for congressional budget request.<br>2. Correlate job opportunities with program offerings, the National trend.<br>3. Determine the number of adults who lack a high school diploma or GED certificate.<br>4. Determine the number of adults who are unemployed. |

| | | | |
|---|---|---|---|
| **State** | That a comprehensive assessment of Indian adult education and occupational needs be conducted every three years to correlate educational program needs with annual congressional budget request | Increase funding for adult education and adult vocational education programs | Correlate job opportunities with program offerings with the National trend |
| **Federal**<br>PAGE 2 OF 2<br>RES 11-02 | 1. That a comprehensive assessment of Indian adult education and occupational needs be conducted every three years to correlate educational program needs with annual congressional budget request. | 1. Appropriation request for tribal needs<br>2. Develop an adult learning center<br>3. Increase funding for Adult Education and Adult Vocational Education Programs<br>4. Increase construction funds for Adult learning and vocational training centers | 1. Development of protocol<br>2. Organize assessment team<br>3. Conduct assessment<br>4. Reports and recommendations<br>5. Recycle/plan for next assessment<br>6. Standardize collection survey instrument |

# White House Conference on Indian Education

## RESOLUTION 11-03
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"To promote current and future announcements of Indian\Alaska Native origin reflect that applicants must have background experience in adult education and life long learning skills to be considered for tmployment,"

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, " 11-03".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

TOPIC AREA #11-03

**CATEGORY:** Promote background experience in adult ed and life long learning skills

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| Tribal/Local/ Community | | | | | 1. Tribal Personnel Offices adapt new codes to reflect recommendations<br>2. Occupational needs assessment by the tribes/A.N./ Urban A.I. groups, complete job market analysis | Implementation of this recommendation |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Educational Institutional** | | 1. To have Univ/Tribal Colleges/Vocational Education work with Indian orgs. & AI/AN in providing relevant training that meets the current and future employment of AI/AN groups.<br>2. To complement adult education programs by including parenting skills section within as a significant aspect of training program. | | | Provide immediate services to families. | Program development and relevant course offerings.<br>Have functional families verses dysfunctional families. |
| **State** | | To have matching funds from State institutions in providing training programs | | | Provide educational institutions with incentive to establish educational programs and immediate training | To have established programs and an increase of the certified AI/AN personnel<br>More parents off welfare, long term employment |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Federal**<br>page 3 of 3<br>Res 11-03 | | 1. To tie this overall recommendation in with child welfare reforms/job bill<br>2. To have matching funds from federal agencies, DOE, in assisting states & TC/tribal groups, and Native American organizations in providing training programs<br>3. Provide businesses with incentives for hosting/monitoring OJT tribal/Alaska Native personnel<br>4. To promote current and future announcements of AI/AN organizations to reflect that applicants must have background experience in adult education and life long learning skills to be considered for employment. | | | 1. Provide education institutions with incentives to establish educational programs<br>2. Tribes/Alaska Natives /Urban Indian groups promote formal contracts between tribes, Indian Organizations, businesses | To have established Adult Education programs and to increase the number of certified AI/AN personnel<br>Efficient force for the year 2000 and above |

# White House Conference on Indian Education

## RESOLUTION 11-04

## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"That the feasibility of partnerships between tribes, Indian communities, local, state and Federal agencies be explored as a vehicle to direct funds, to provide attendant support services, and to define tribal, state and Federal administrative responsibility and duties for adult education programs of American Indian and Alaska Native Tribes."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted absent an accompanying Action Plan.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION 11-05
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"Tribes, states and the Federal government establish occupational, adult and community education of American Indians and Alaska Natives as a priority of Social and Human Resource Development."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "11-05".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

RESOLUTION 11-05

ISSUE: Tribes, states and the Federal government establish occupations, adult and community education of American Indian and Alaska Natives as a priority of social and Human Resources Development.

| LEVELS | RECOMMENDATIONS | ACTION/STRATEGY PLAN | |
|---|---|---|---|
| | | LONG RANGE | SHORT TERM |
| **Tribal/Local/ Community** | 1. Public Relations/Consumer Education campaign.<br>2. Integrated in delivery of education services by schools, colleges and culturally based learning center.<br>3. Tribal Government issue policy statements.<br>4. Occupational Education and Community Education included in tribal education code and plan. | Research and development Center | WHCIE report distributed to tribes, education institutions. |
| **Educational Institutional** | 1.Cultural based learning centers, institutionalize occupational adult and community education programs.<br>2. Policy statements by colleges and schools.<br>3. NIAEA, AIHEC & NIEA issue policy, adopt strategy for review & recommendations, research & development center. | Annual Review.<br>NIAEA/AIHEC work with NIEA to set up AE/OE/CE Task Force. Add BIA, OIEP. | |

| | | | |
|---|---|---|---|
| **State** | 1. Public Relations/Consumer Education Campaign.<br>2. Integration<br>3. States include tribes in vocational plans. | Annual review by NIAEA to NIEA.<br>Research and Development Center | NACIE coordinate with state education agencies for Cons. Ed.<br>NIEA work with state organizations to identify programs. |

PAGE 2 OF 2 FOR RESOLUTION 11-05

# White House Conference on Indian Education

## RESOLUTION 11-06
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"Increase funding for adult education services to meet the cultural vocational and educational needs of Indian families in order to support the philosophy, policies and mandates of tribes, Alaska Natives, and Indian organizations based on the unique status that Indian Nations have with Federal and state governments.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "11-06".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

11-06 Plan of Action

I. Category: Federal

II. Recommendations:

A. Increase ABE/GED - Title V/BIA
Increase JTPA/AVT/EA - Funding (BIA)

B. Set aside increase/Carl Perkins (increase JTPA within Dept of Labor/Library Services and (Construction Act)

C. Establish 2% set aside Adult/Voc Program

D. Expand and increase Family English Literacy (Bilingual Ed)

E. Reenact basic skills programs and establish funding for this activity

III. Level of Action:

A. Federal

1. Extend funding cycles from one year to 3 to five years
2. Delete matching funds requirement from library services
3. Provide forward funding for all BIA education programs
4. Increase funding when Tribes are newly recognized

IV. Strategy:

A. Support increased funding for current & future legislation on education services.
B. Increase/establish funding sources from Tribal funds for Adult Education services to meet the cultural, vocational Education needs of Indian families to support the philosophy policies and mandates by that tribal organization.
C. Recognize AVT as a part of education rather than tribal services within the BIA and move AVT within education.
D. State: Increase/establish funding sources from available state funds for adult education services to meet the cultural, vocational education needs of Indian families to support philosophy.
E. Long Range: Establish funding partnerships with Federal/Tribal governments (ie. extend state aid to Tribal Schools or Department of education).
F. Tribal Local: Short Term: Establish Adult Education as a funding priority from available resources

G. Transfer AVT from Tribal Services within the Bureau to Education.
H. Allocate specific funds for Indian Adult Education.

# White House Conference on Indian Education

## RESOLUTION 11-07
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"Local control of Indian education be strengthened by: the establishment of tribal educational departments; implementation of tribal educational codes which include standards and certification; tribal definition of "consultation"; establish parents and community policy boards for leadership and education; and development of tribal regulations governing adult education."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation with the accompanying Plan of Action, "11-07".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## 11-07 Plans of Action

I. Category: Federal

II. Recommendations:

A. Establish a Tribal definition of "consultation" in Vocation Ed, Adult Ed, Title V, JOM, etc.

III. Level of Action

A. Allow for a Tribal Government's representative to sit on Title V parent committees.

IV. Strategy:

A. Ensure appropriation of funds for Tribal Departments of Education & Education Codes (legislative action)

# White House Conference on Indian Education

## RESOLUTION 11-08
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed the following recommendation:

"That culturally-based learning centers be established to enhance traditional culture and educational opportunities, with advanced technology and attendant support services for reservation, rural and urban Indian adults as the basis of the appropriate needs of the local Indian community including adult education, language and culture instruction, career counseling, parenting classes, and library and information services."

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Action Plan "Long Range - Increase and ensure funding for adult education programs. Monitor effectiveness of programs. Number of adults taking GED, number of adults entering workforce, number of adults entering college. Continued support of legislation which appropriates funds for culturally based learning centers. Short Term - Tribes/Local community/educational institutions conduct needs assessment. Identify available resources: community resources (i.e. Indian elders, educators, etc.), Community Colleges, Libraries, Funding for Adult Education (federal & state). Develop directory to identify support services, support current legislation which appropriates funds for culturally-based learning centers."

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

## 11-08 Plan of Action

I. Category: Educational Institutes

II. Recommendations:

That culturally-based learning center be established to enhance traditional culture and educational opportunities, with advanced technology and attendant support services for reservation, rural and urban Indian adults as the basis of the appropriate needs of the local Indian community including adult education, language and culture instruction, career counseling, parenting classes, and library and information services.

III. Strategy:

A. Long Range

1. Increase and ensure funding for adult education programs. Monitor effectiveness of programs. Number of adults taking GED, number of adults entering the workforce, number of adults entering college.
2. Continued support of legislation which appropriates funds for culturally-based learning centers.

B. Short Term

1. Tribes/Local community\educational institutions conduct needs assessment.

2. Identify available resources: community resources (Indian elders, educators), Community Colleges, Libraries, Funding for Adult Ed, (federal, state).

3. Develop directory to identify support services, support current legislation which appropriates funds for culturally-based learning centers.

# White House Conference on Indian Education

## RESOLUTION 11-09
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"Innovative and appropriate adult education programs need to be established for: high school completion, (especially adult high schools); for pre-college programs; and programs for cultural education, literacy, basic education, occupational, parenting and life coping skills.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "11-09".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

TOPIC AREA # 9

**CATEGORY:** FOR RESOLUTION #11-09

| LEVELS | RECOMMENDATION | | LEVEL OF ACTION REQUIRED | STRATEGY | | |
|---|---|---|---|---|---|---|
| | | | | ACTION STEPS REQUIRED | | |
| | Primary Goal | Secondary/ Supporting Goals | Issue and/or Barrier | Immediate or Self-Effectuating | Short Term/ Interim | Long Range/ Continuing |
| **Tribal/Local/ Community** | | collaborate w/State & other ed. inst. (colleges, schools) | jurisdiction | | | |
| **Educational Institutional** | | explore diverse and innovative strategies | lack of central clearing house | | | |
| **State** | | Establish collaborations w/tribes to institute adult high schools, pre-college, and other adult ed. services | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Federal** | Innovative and appropriate Adult Education programs need to be established for high-school completion, especially adult high-schools, for pre-college programs, and for cultural education, literacy, basic educ, occupational, parenting and life coping skills. | Establish specific, appropriate funding for planning & demo programs<br>Research and Development Center | Lack of clearing house | NIEA/NACIE to identify a process by which research in innovative programs can be started & legislation enacted | Strengthen BIA/OIEP DOE/Title V collection strengthen NACIE ability to request collect data | Research and Development Center |

PAGE 2 OF 2 FOR RESOLUTION #11-09

# White House Conference on Indian Education

## RESOLUTION 11-10
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates have reviewed Recommendation:

"To establish National Tracking System, after a one year pilot project, with the Office of Indian Education, in consort with the Office of Elementary Education and appropriate National Indian/Alaska Native Organization (NIEA, NACIE, etc.).

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Plan of Action, "11-10".

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

11-10 Action Plan

I. Category: Federal

II. Recommendations:

To establish National Tracking System, after a one year pilot project, with the Office of Indian Education, in consort with the Office of Elementary Education and appropriate National Indian/Alaska Native Organization (NIEA, NACIE, etc.)

For Tribes/Urban Indian groups/Alaska Natives go on record as supporting and participating a national tracking system.

III. Level of Action:

A. Federal Issue/Barrier
1. To provide expertise and training in data collection and data analysis.
2. Endorse and fund a demonstration pilot project for year one with full funding for a national tracking system.
3. Train Native American/Alaska Native personnel in data collection/analysis. Assess pilot project.

B. Tribal Issue/Barrier
1. To go on record, with the State's Office on Education, supporting data collection and assessment of what currently exists.

C. State Issue/Barrier
1. Each state designate one individual organization to promote this activity. privacy act might be in question.

IV. Strategy

A. Federal
1. Money restriction, not buying into tracking systems.
2. Privacy Act, find out what exists, who does the collection for what and "piggy backing" on existing means of gathering information.
3. Funding, Central location. Privacy Act
4. Support services to continue tracking program year to year
5. Consolidation of data collection requirement of Title V. Title VII, JOM, etc.

B. Tribal
1. Resolution Development
2. Treasure and nurture current 4th graders as the leaders of the 21st Century.

C. Educational

1. Finding out where the educational leaks are and addressing these educational leaks.

# White House Conference on Indian Education

## RESOLUTION 11-11

## PREAMBLE

Requesting that the United States Government address the seriously inadequate funding for Indian/Alaska Native education by increasing funding for Indian/Alaska Native education to properly carry out its trust obligation to provide quality educational opportunities for American Indians and Alaska Natives.

WHEREAS,

1. The United States government has a trust responsibility to Indian/Alaska Native tribes and as such has a legal, moral, and ethical obligation to provide quality educational opportunities for American Indians and Alaska Natives from early childhood through life; and
2. Indian/Alaska Native communities and tribal governments view the education of Indian/Alaska Native children as a critical priority; and
3. The White House Conference on Indian Education is authorized under P.L. 100-297 to develop recommendations for improvement of education programs to make them more reliant to the needs of Indian people; and
4. P.L. 95-561 establishes that Indian/Alaska Native children will perform at levels mandated by Congress; and
5. In September 1990, Secretary of the Interior Manuel Lujan at a gathering of Indian leaders, stated that all agencies in the Federal government have a trust responsibility to Indian people; and
6. Current funding for Indian/Alaska Native education is seriously inadequate which is a major cause of problems in federally funded schools; and
7. To protect, preserve and perpetuate tribal sovereignty, culture and human resources, Indian tribes must have effective control over the formal education of their children whether that education is provided by Indian/Alaska Native tribes, the Federal government, or by states; and
8. There are many Federal education programs administered by the U.S. Department of Education. However, most Federal laws fail to recognized tribal governments as recipients of Federal education program grants; and
9. A safe and secure environment is conducive to learning and presently the Federal governments is placing our children at risk in unsafe, outdated, and seriously dilapidated schools; and
10. School facilities have not been maximized for use after school and during summer months.

NOW THEREFORE, BE IT RESOLVED, that

1. The United States Government under its legal, ethical and moral responsibility, recognize the serious underfunding of Indian/Alaska Native education and take steps to correct the situation, such as, to immediately increase the ISEP formula.
2. A federal program be established to provide steady, dependable grants directly to tribal governments to enable tribes to operate Tribal Departments of Education.

3. Memorandum of Agreements be established between tribes and the United States Department of Education which will allow Indian governments direct access to federal programs under the U.S. Department of Education.
4. Tribal governments, consistent with their sovereign authority, exercise direct control over the educational systems which serve their children on their reservations.
5. Appropriations be allocated immediately for new school facilities.
6. Federal school facilities be available to communities for community education, recreation and enrichment year round.

## CERTIFICATION

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# MISCELLANEOUS RESOLUTIONS

## INTRODUCTION

### Overview

In the development of resolutions, based on the Pre-Conference Recommendations, Delegates were advised that additional recommendations not previously presented by work session groups could also be addressed. It was expected that any issues would be brought up in the appropriate topic area. However, there were a few matters that were raised in work group sessions that did not fit within a specific topic area.

Those items outside of a specific topic area's boundaries were brough before the assembly of Delegates for review and approval. The recommendations raised were either an item developed by a work session group or a new item raised by a Delegate in full assembly independent of any work group and topic area. Those issues that were adopted bly the assembled Delegates but did not fit wihin a particular topic area were placed in a "Miscellaneous" caegory of resolution.

Four miscellaneous resolutions were adopted by the full assembly. As their recommendations and themes did not adhere or contain specifics common to one another, these resolutions are not summarized in this section. These resolutions are, however, major declarations of concern and policy adoped by the assembled delegaes and as crucial to this whole package of resolutions as any element.

In this area, the Delegates were able to provide valuable insight into their perspectives on the issues of concern addressed. It was also true, that with the various constraints to this process, that some resolutions were not as conclusive and plain as preferred by the delegaes. It is important to place this topic area's work product in the context of the enormous number of issues confronting the Delegates, as well as the diversity of view represented.

These resolutions should be viewed as dynamic documents which have provided the foundation for additional, future activity. Specific implementation strategies referenced, in particular, should not be viewed as rigid instructions, since the assumptions utilized by the Delegates in the formulation of their recommendations were premised on many variables subject to changing circumstances.

# WHITE HOUSE CONFERENCE ON INDIAN EDUCATION

## RESOLUTION M-1

WHEREAS:

The Honorable Morris "Mo" Udall has retired from the United States House of Representatives after serving the people of District 2, the State of Arizona, and the entire United States with great distinction for thirty years, and

During his tenure in office, Representative Udall was a strong and compelling advocate for the rights and well-being of Native Americans and Alaska Natives and for protection of the environment, and

Representative Udall created a distinctive and honored reputation for honesty, integrity, dedication and humor that has become legendary, especially in the political turmoil of today's world, and

The legislative matters that he devoted his career to pursuing and the legislation that he was successful in seeing enacted are enduring testaments to his achievements that will affect future generations of Native Americans, Alaska Natives and all others in this country;

NOW, THEREFORE, BE IT RESOLVED, that:

We, the Delegates convened for the 1992 White House Conference on Indian Education, on behalf of the Indian nations, communities and youth that we represent, hereby express our sincere and heartfelt appreciation to the Honorable Morris "Mo" Udall. We applaud his outstanding and enduring achievements; We urge all tribal, state and national politicians and leaders to use his career of achievement and his standards of integrity and devotion to duty as a model for all their actions;

BE IT FURTHER RESOLVED, that:

We urge Congress to promptly enact enabling legislation to implement the Morris K. Udall Scholarship and Excellence in National Environmental Policy Act. An In Conclusion, we say, "May the Rainbow of Beauty Continue to arch over his life."

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION M-2
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education Delegates recommend to the President of the United States and the U.S. Congress that new funds be allocated to the U.S. Department of Education and the U.S. Department of the Interior for the purpose of training new native teachers, counselors, special education personnel, administrators and other professional personnel; and

BE IT FURTHER RESOLVED, that the White House Conference on Indian Education Delegates recommend that no less than $12 million be included in the FY 1993 as well as in future fiscal years for teacher training programs; and

BE IT FURTHER RESOLVED, that Title V be amended to include language that requires Fellows to work in an Indian community for a period of time equal to the number of years the Fellow received Title V Fellowship Funding.

## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION M-3

## RESOLUTION FOR OIEP/DOI TO BE AN ASSERTIVE ADVOCATE FOR QUALITY EDUCATION FOR ALL INDIAN AND ALASKA NATIVE CHILDREN

## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 23, and 24, 1992, pursuant to P.L. 100-297.

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential.

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians,

WHEREAS, Pre-White House Conference recommendations were developed from the State pre-White House Conference Meetings and reviewed by the assembled Delegates,

WHEREAS, the Delegates to the White House Conference on Indian Education call the Office of Indian Education Programs to be an assertive advocate for quality education for all Indian and Alaska Native children, in coordinating comprehensive support for Indian and Alaska Native students internally and from other agencies in education, mental and physical health, juvenile justice, and job training; and in carrying out responsibilities for Indian and Alaska Native students in public and Bureau-funding and operated schools consistent with the wishes of the appropriate Indian tribes and Alaska Native entities.

They must:

Assure that every Indian child has access to a quality preschool program, whether center-based or home-based; provide ongoing training and involvement opportunities for parents; implement the local control provisions of Public Law 95-561 to its maximum extent to foster site-based management; embrace the Effective Schools improvement model for all OIEP funded schools by giving every school and opportunity to implement it; develop measures of school and student success that are authentic and relevant to reservation realities, tribal needs and the emerging work force; become the major advocate for tribal language and culture realizing that this is the base for the need for building self-esteem; improving for success for the Indian children; send a clear message to all OIEP employees from Central Office through the Line Office and school that their major purpose and goal is implementing locally determined educational outcomes of Indian children; and provide ongoing access to on-site and centralized training and technical assistance for school boards, principals, teachers, and administrators that reflects current and state-of-the-art trends.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation.

# CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Lionel R. Bordeaux
Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee

# White House Conference on Indian Education

## RESOLUTION M-4
## PREAMBLE

The White House Conference on Indian Education was convened on January 22, 1992, pursuant to P.L. 100-297;

WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential;

WHEREAS, the White House Conference was also directed to develop recommendations for the improvement of education programs to make them more relevant to the needs of Indians;

WHEREAS, the United States Congress declared 1992 as the year of the Indian;

WHEREAS, President George Bush declared himself the Education President;

WHEREAS, the delegates of the White House Conference on Indian Education have passed a number of resolutions to improve Indian Education during the White House Conference on this date, January 24, 1992.

THEREFORE, BE IT RESOLVED, the White House Conference on Indian Education requests President George Bush in the 1992 State of the Union Address establish Native American and Alaska Native Education a major priority for immediate action in 1992 and future years.

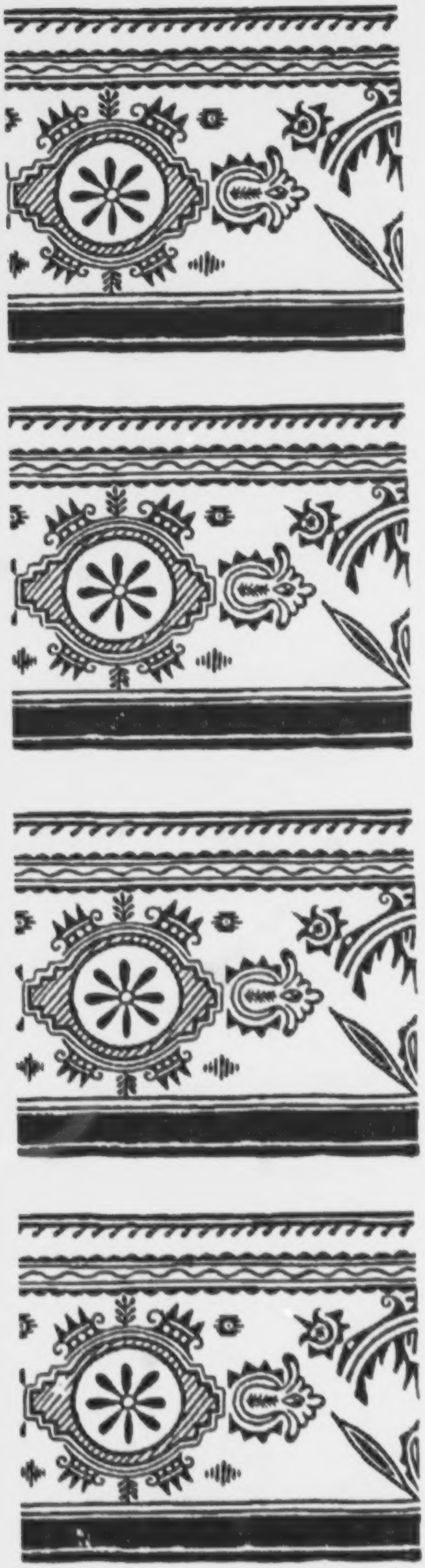
## CERTIFICATION

The foregoing resolution was adopted at the White House Conference on Indian Education, held at the Ramada Renaissance in Washington, D.C. on January 22-24, 1992 with a quorum present.

Co-Chair of the Conference

Co-Chair of the Conference

Chairman of the Advisory Committee



# LEADERSHIP, DIRECTION, OVERSIGHT

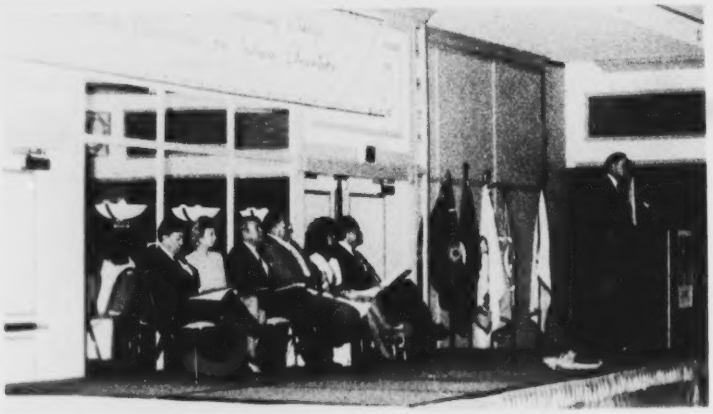
## CHAPTER SIX

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

San Juan

# LEADERSHIP DIRECTION OVERSIGHT

## Leadership



### Department Secretaries

Manual Lujan, Jr., Secretary of the Interior and Dr. Lamar Alexander, Secretary of Education played an important role in the success of the White House Conference on Indian Education.

Acting jointly the Secretary of the Interior and Secretary of Education established the Task Force on the White House Conference on Indian Education. Each Secretary appointed employees from their Departments as professional and support staff to plan and conduct the conference. The appointed employee's salaries were paid out of funds appropriated to the employing Department under the authority of other provisions of the law. The two Secretaries also jointly appointed the Director of the Task Force.

The Secretary of the Interior provided office space and materials for the Task Force, including an allowance for mailing costs as mandated in Public Law 100-297.

An Interagency Agreement (IAG) between the Office of Administration, Executive Office of the President and the Department of the Interior was made to allow the Task Force to carry out the administrative procedures to conduct the conference.

Before the establishment of the Task Force the former Secretary of Education called for an initiative to address the educational needs of Native Americans. He named this initiative, "The Indian Nations At Risk Task Force." The Task Force was appointed and then chartered on March 8, 1990, by the United States Department of Education. The Task Force was directed to study the status of Native education in the United States and to make a report of recommendations to set the stage for improving the quality of educational institutions that American Indians and Alaska Native children attended. The Final Report of the Indian Nations At Risk Task Force was made official in October 1991. The Indian Nations at Risk Task Force found four important reasons the Indian Nations are at risk as a people: (1) Schools have failed to educate large numbers of Indian students and adults; (2) The language and cultural base of the American Indians Alaska Natives are rapidly eroding; (3) The diminished lands and natural resources of the American Indians Alaska Natives are constantly under siege; and (4) Indian self-determination and governance rights are challenged by the changing policies of the administration, Congress, and the justice system. The report included major Indian education findings, recommended researched based strategies for addressing educational needs and presented other recommendations for improving schools and schooling [Indian Nations At Risk: An Educational Strategy for Action. Final Report of the Indian Nations At Risk Task Force, U.S. Department of Education, October 1991, page iv].

The findings of this Secretarial initiative laid the ground work for the White House Conference on Indian Education.

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# Agencies

Public Law 100-297 encouraged other Federal departments and agencies to cooperate with, and provide assistance to, the Task Force upon request including providing personnel to the Task Force.

The Commissioner of the Administration for Native Americans of the Department of Health and Human Services and the Director of the Indian Health Service of the Department of Health and Human Services were specificially authorized to detail personnel to the Task Force to enable the Task Force to carry out its function.

The Indian Health Service detailed several personnel with specialized skills to the Task Force as specific preparation for the national conference took place and as specific duties needed to be met. Other agencies within the Department of Health and Human Services also detailed staff.

A series of interagency meetings also took place during the pre-conference period. Several Departments sent representatives including the Department of Agriculture, Department of Labor, Department of Commerce, Department of Justice, Department of Transportation, Department of Education, Department of Health and Human Services, Department of Energy, and Department of the Interior. The purpose of these meetings were to keep the Departments informed of conference activities and to discuss department and agency involvement and participation.

Agencies were invited to submit nominations from their staff to be considered for appointment as Delegates to the White House Conference on Indian Education. As the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (Public Law 100-297) provided for the distribution of participants to include one-fourth of the Delegates to be "individuals who are Federal and tribal government officials."

Several individuals were appointed from Federal agencies as Delegates to the White House Conference on Indian Education.

Agencies performed successfully, in their involvement and participation in the White House Conference on Indian Education. The greatest challenge for agencies will be to develop actions to address the Conference recommendations.

## Congressional Committee

The Congressional committees played a critical role in establishing the White House Conference on Indian Education.

During the second hearing of the Senate Select Committee on Indian Affairs on S. 1645 held in Washington D.C. on September 29, 1987, one of the panel presentors recommended that a White House Conference on Indian Education take place. This recommendation with other comments regarding a board of Indian education concept, provided the Chairman of the Committee with an opportunity to seek additional information regarding the role Indian leadership has played in establishing educational policy. Upon further inquiry and approval by the panel presentors and some tribal leaders the Chairman recommended the development of the ideas discussed. This development eventually lead to adding Title V to S. 1645. Because Title V passed in S. 1645 but was not mentioned in the compatable House of Representatives bill H.R. 5, it went to a joint conference committee. The differences between the House bill and the Senate amendment, the substitute were agreed to in conference. The joint conference committee included the White House Conference on Indian Education.

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# DIRECTION
## Advisory Committee

The purpose of the Advisory Committee was to assist and advise the Task Force in planning and conducting the Conference. Their purpose was also identified in Public Law 102-27. It was the intent of the Congress, when Public Law 100-297 was enacted, that the Advisory Committee was to play a major role in the preconference planning process. The policy direction and guidance governing the preconference planning process was to ultimately rest with the Advisory Committee.

On November 2, 1990, a notice was placed in the Federal Register calling for nominations to the Advisory Committee for the White House Conference on Indian Education. This notice was inserted by both the Secretary of the Interior and the Secretary of Education.

On April 2, 1991 the President announced the names of nine of the ten presidential appointments: Ross Swimmer of Oklahoma; Sandra Gjelde of Oregon; Frank Ryan of Maryland; Jay O. Stovall of Montana; Rosa Revel Winfree of North Carolina; Floyd R. Correa of New Mexico; Sandi Cornelius of Wisconsin; Manning Osceola of Florida and Laraine Glenn of Alaska.

On April 12, 1991, the Charter for the White House Conference on Indian Education Advisory Committee was filed, in accord with the Federal Advisory Committee Act.

The first Advisory Committee meeting was held on April 17, 1991. This meeting included, Ed Brown, Assistant Secretary for Indian Affairs, John MacDonald, Assistant Secretary for Elementary and Secondary Education representing the Secretary of Education; Eddie L. Tullis, Chairman of the National Advisory Council on Indian Education and the Director of the Task Force, Buck Martin. These individuals were the statutorily directed appointees.

On April 25, 1991, the President pro tempore of the Senate appointed Senator Daniel Inouye from Hawaii, Lionel Bordeaux of South Dakota; Dr. Robert J. Swan of Montana; and, on May 15, 1991, Bob Chiago of Arizona and Bob Martin of Kansas were appointed.

On April 25, 1991, the Speaker of the House appointed Don Barlow of Washington; Congressman Bill Barrett from Nebraska; Congressman Ben Nighthorse Campbell from Colorado; Kathryn D. Manuelito of New Mexico and Dr. Joseph Martin of Arizona. The President later appointed Laurence Gishey of Arizona. This 24 member group comprised the Advisory Committee.

This appointment process was important and instrumental in ensuring that members of the Advisory Committee were broadly representative of all American Indians of the United States.

The Advisory Committee elected Ross Swimmer as its Chairman during the June 1991 meeting. This Advisory Committee meeting also provided direction and policy discussions which laid the foundation for planning the conference and preconference activities.

Resultant decisions by the Advisory Committee included the formulation of subcommittees to review and develop issues and topic areas, and drafting of the structure and agenda, along with numerous administrative decisions.

The Advisory Committee work was completed on January 21, 1992.

### Meeting Highlights/Major Decisions

1. Advisory Committee Meeting
   Secretary's Conference Room
   Department of the Interior
   Washington, D.C.
   April 17, 1991 (Recess)

Reviewed present status and work yet to be accomplished; Review of legislation; discuss strategy for recommendations

2. Advisory Committee Meeting
Conference Room
Department of Education
Washington, D.C.
June 3-4, 1991

Ross Swimmer elected Chair; Formulation of Subcommittees; Review of recommendations; participant selection and number of delegates; Review Commission paper topics.

3. Advisory Committee Meeting
Denver Sheraton Airport Hotel
Denver, Colorado
July 18-19, 1991

Lionel Bordeaux, elected Co-Chair of Conference; decision to review education research and issue papers process; Formulation of events planning committee; Formulation of milestones.

4. Advisory Committee Work Session
Doubletree Suites
Seattle, Washington
September 26-27, 1991

Discussion to increase opportunities to allow for tribal leadership participation; Discuss process to develop recommendations; conference poster; and review of critical issues from State conferences.

5. Advisory Committee Meeting
Ramada Inn Central
Omaha, Nebraska
October, 25-26, 1991

Nora Garcia elected Co-Chair of Conference; State Reports and highlights of recommendations heard; breakout sessions; Conference agenda and outcome discussed; Status of delegate nominations; discussions of State reports and major issues; Guiding Principles adopted; major topic areas discussed and adopted.

6. Advisory Committee Meeting
Albuquerque Hilton
Albuquerque, New Mexico
November 21-22, 1991

Recommendations made regarding Conference structure and Pre-Conference Summary Reports; review of conference expectation; Conference rules finalized; decision to have open forum; conference speakers suggested; and review of agenda.

7. Advisory Committee Meeting
Ramada Renaissance at Tech World
Washington, D.C.
January 21, 1992

Review conference program; discussion of post conference activities and work session process.

# Advisory Committee

**Secretary Lamar Alexander, Ph.D.**, U.S. Department of Education
**Dr. Don A. Barlow** (Ottowa/Sac and Fox), Spokane, WA
**Congressman Bill Barrett** (R-NE)
**Lionel Bordeaux** (Rosebud Sioux), Rosebud, SD
**Assistant Secretary for Indian Affairs Dr. Eddie Brown**, U.S. Department of the Interior (Pasqua Yaqui)
**Congressman Ben Nighthorse Campbell** (D-CO) (Northern Cheyenne)
**Bob Chiago** (Navajo), Mesa, AZ
**Sandi L. Cornelius** (Oneida), Milwaukee, WI
**Floyd R. Correa** (Laguna Pueblo), Albuquerque, NM
**Laurence Gishey** (Navajo), Hobrook, AZ
**Sandra L. Gjelde**, Silverthorn, CO
**Laraine L. Glenn**, Juneau, AK
**Senator Daniel K. Inouye** (D-HI)
**Kathryn D. Manuelito** (Navajo), Albuquerque, NM
**Bob G. Martin** (Cherokee), Lawrence, KS
**Dr. Joseph Martin** (Navajo), Kayenta, AZ
**W. Buck Martin** (Stockbridge-Munsee), Madison, WI
**Manning Osceola** (Miccosukee), Ochopee, FL
**Dr. Frank A. Ryan** (Gros Ventre), Takoma Park, MD
**Jay O. Stovall** (Crow), Billings, MT
**Dr. Robert J. Swan** (Chippewa-Cree), Box Elder, MT
**Ross O. Swimmer** (Cherokee) ***Advisory Committee Chairman***, Tulsa, OK
**Eddie Tullis** (Poarch Creek Band), Atmore, AL
**Rosa R. Winfree** (Lumbee), Charlotte, NC

# State Steering Committees

The State Steering Committee was the communication link to the local communities. It was extremely important for State-wide Planning Steering Committee representatives to take a highly active role. It was these representatives who generated the effectiveness of the overall White House Conference on Indian Education by motivating Indian people in the local communities to participate and input their concerns and ideas.

| Names | State |
|---|---|
| Ms. Melvina Phillips | AL |
| Ms. Virginia Thomas | AK |
| Ms. Luanne Pelagio | AK |
| Ms. Katie Stevens | AZ |
| Mr. Gilbert Innis | AZ |
| Ms. Joan Ainslie | CA |
| Ms. Mary Jo Dennis | CO |
| Mr. Joe Quentone | FL |
| Ms. Alberta Friday | ID |
| Ms. Julie Clouse | KS |
| Ms. Pam Dunhan | MI |
| Ms. Nora Hakala | MN |
| Ms. Ellen Swaney | MT |
| Mr. Scott Butterfield | NE |
| Ms Marian Holstein | NE |
| Mr. Lance Astor | NV |
| Ms. Penny Bird | NM |
| Mr. Boyd Hogner | NM |
| Ms. Marlene Johnson | NY |
| Mr. Tom N. Carter | NC |
| Ms. Cheryl Kulas | ND |
| Mr. Stuart A. Tonemah | OK |
| Mr. Morris S. Jimenez | OR |

| Names | State |
|---|---|
| Dr. Francis Whitebird | SD |
| Mr. Preston Thompson | TX |
| Mr. Wil Numkena | UT |
| Mr. Ron Curtis | UT |
| Ms. Patricia Martin | WA |
| Ms. Marion Forsman Boushie | WA |
| Ms. Denise J. Vigue | WI |
| Mr. Ken Smith | WY |
| Ms. Angie Barney-Nez | AZ* |
| Ms. Sherry Curley | AZ* |
| Mr. Lionel John | TN** |
| Ms. Amelia Bingham | MA*** |

*Navajo Nation Co-Chairs

**Midwest and Southeast

***New England Region and New Jersey and Delaware Coordinator

## Delegates to the White House Conference on Indian Education

In accordance with Part E, Title V, Public Law 100-297, as amended, the Honorable George Bush, President of the United States; the Honorable Thomas F. Foley, Speaker of the United States House of Representatives; and the Honorable Robert C. Byrd, Senate President pro-tempore, appointed the following 234 individuals as Delegates to the White House Conference on Indian Education. In making these appointments, the appointing authorities ensured that one-fourth of the Delegates were selected from each of the following categories:

- Individuals who are currently active educators on Indian Reservations. (52 appointments)
- Educators selected from urban areas with large concentrations of Indians. (61 appointments)
- Individuals who are Federal and Tribal Government Officials (61 appointments)
- Individuals who are Indians, including members of Indian tribes that are not recognized by the Federal Government(60 appointments)

The role and responsibilities of the Delegates was to give direction regarding the purpose of the White House Conference on Indian Education as govern by the adopted rules for the conference: (1) explore the Feasibility of establishing an independent Board of Indian Education that would assume responsibility for all existing Federal programs relating to the education of Indians, and (2) develop recommendations for the improvement of educational programs to make the programs more relevant to the needs of Indians, in accordance with the findingd set forth in scetion 5501.

### WHITE HOUSE APPOINTEES

1. Dennis Demmert of Alaska
2. Dorothy Larson of Alaska
3. Lorena M. Bahe of Arizona
4. Donald Denetdeal of Arizona
5. Herb Yazzie of Arizona
6. Wilson L. Babby of California
7. Delores J. Huff of California
8. June Cloar Chilton of California
9. Elaine Dempsey of California
10. John W. Johnson of California
11. Vernon T. Johnson of California
12. Charlotte Brolsma of California
13. Robert I. Kinney of California
14. Jim Lamenti of California
15. James H. May of California
16. Mary J. Moseley of Colorado
17. Yolanda Rossi of Colorado
18. Marie O. Branch of Florida
19. Steven Bowers of Florida
20. Andrea L. Barlow of Idaho
21. Vernon K. LaPlante of Illinois
22. Faith Smith of Illinois
23. Amelia Bingham of Massachusetts
24. Patricia King of Maryland
25. Terri M. Joseph of Minnesota
26. Jerry Rawley of Minnesota
27. Phillip Martin of Mississippi
28. Patrick Weasel Head of Montana
29. Marilyn L. Locklear of North Carolina
30. Marian D. Holstein of Nebraska
31. Joan H. Cofield of New Jersey
32. Gilbert Lucero of New Mexico
33. Carlotta (Penny) Bird of New Mexico
34. Samuel E. Suina of New Mexico
35. Marlene Johnson of New York

36. Ronald LaFrance of New York
37. Mildred I. Cleghorn of Oklahoma
38. Beverly Sizemore of Oklahoma
39. Stuart A. Tonemah of Oklahoma
40. Mistie D. Wind of Oklahoma
41. Michael Clements of Oregon
42. Wenonah G. Haire of South Carolina
43. Lowell R. Amiotte of South Dakota
44. Marilyn Charging of South Dakota
45. Daniel Archuleta of Texas
46. David P. Pego of Texas
47. Tricia Tingle of Texas
48. Curtis R. Cesspooch of Utah
49. Wil Numkena of Utah
50. Arthur L. Adkins of Virginia
51. Martha Yallup of Washington
52. Diane L. Amour of Wisconsin
53. Alan Caldwell of Wisconsin
54. Thelma M. McLester of Wisconsin
55. Henry Buffalo of Minnesota
56. Clarence Skye of South Dakota
57. Thomasina Jordan of Virginia
58. Bill Gollnick of Wisconsin
59. Francis Whitebird of South Dakota
60. Leigh Jeanotte of North Dakota
61. Andre Crambilt of California
62. Verna Finch of Kansas
63. Elaine Salinas of Minnesota
64. Mary Day of Minnesota
65. Sandra Dixon of California
66. Larry Murray of Wyoming
67. Reva Wulf-Shircel of Alaska
68. Hazel Oakley of Massachusetts
69. Sandi Cornelius of Wisconsin
70. Sandra Gjelde of Colorado
71. Jay Stoval of Montana
72. Ross Swimmer of Oklahoma
73. Floyd Correa of New Mexico
74. Rosa Winfree of North Carolina
75. Manning Osceola of Florida
76. Laurence Gishy of Arizona
77. Laraine Glenn of Alaska
78. Frank Ryan of Maryland

## HOUSE OF REPRESENTATIVES APPOINTEES

1. Melvina Phillips of Alabama
2. Gilbert Innis of Arizona
3. Jane Wilson of Arizona
4. Jack C. Jackson of Arizona
5. Grayson Noley of Arizona
6. Dean C. Jackson of Arizona
7. Matthew Levario of Arizona
8. Kathryn Stevens of Arizona
9. Linda Santillan of California
10. Honorable George Miller of California
11. Billy Cypress of Florida
12. Adrian Pushetonegua of Iowa
13. Terry D. Martin of Louisiana
14. Pam Dunham of Michigan
15. John P. Hatch of Michigan
16. Thomas Miller of Michigan
17. Paul J. Johnson of Michigan
18. Sharon L. Kota of Michigan
19. Donald Weisen of Minnesota
20. Rosemary Christenson of Minnesota
21. Donna Buckles of Montana
22. Karen Cornelius-Fenton of Montana
23. Wanda M. Carter of North Carolina
24. Betty O. Mangum of North Carolina
25. David Gipp of North Dakota
26. Joseph Abeyta of New Mexico

27. Mary Cohoe of New Mexico
28. Genevieve Jackson of New Mexico
29. Paul Tosa of New Mexico
30. Jean Peterson of Nevada
31. William Mitchell of New York
32. Michelle D. Stock of New York
33. Mary Jo Cole of Oklahoma
34. Jim Quetone of Oklahoma
35. Ray Henson of Oklahoma
36. Nita Magdelena of Oklahoma
37. Sylvester G. Sahme of Oregon
38. LaVonne Lobert-Edmo of Oregon
39. Anthony Whirlwind Horse of South Dakota
40. Sue Braswell of Tennessee
41. Edward Sandoval of Texas
42. Annette Arkeketa of Texas
43. Letoy Eike of Washington
44. Marion Forsman-Boushie of Washington
45. David Bonga of Washington
46. Daniel Iyall of Washington
47. Clayton Small of Washington
48. Darlene Watt-Palmenteer of Washington
49. Eddie Tullis of Alabama
50. Laverne Lane-Oreiro of Washington
51. Janine Pease-Windy Boy of Montana
52. Bernadette Dimas of Montana
53. Tracie Ann McDonald-Buckless of Montana
54. Melvin Martinez of New Mexico
55. Honorable Eni F. H. Faleomavaega of American Samoa
56. Anita Brandley Pfeiffer of Arizona
57. Leroy Shingoitewa of Arizona
58. Theresa Price of Arizona
59. Isabell Deschinny of Arizona
60. Mitchell Burns of Arizona
61. Monty Bengochia of California
62. Peggy Ann Vega of California
63. Orie Medicinebull of California
64. Debra Echohawk of Colorado
65. Josephine North of Florida
66. Eddie Brown of DOI-BIA
67. Ed Parisian of BIA-OIEP
68. Tim Wapato of HHS-ANA
69. Andrew Lorentine of NIHB in Arizona
70. Linus Everling of IHS Headquarters
71. Kathleen Annette of IHS in Minnesota
72. Roger Ironcloud of Headstart Headquarters
73. John Tippeconnic of DOE-OIE
74. Honorable Bill Barrett of Nebraska
75. Honorable Ben Nighthorse Campbell of Colorado
76. Don A. Barlow of Washington
77. Joe Martin of Arizona
78. Kathryn D. Manuelito of New Mexico

## SENATE APPOINTEES

1. Luanne Pelagio of Alaska
2. Virginia Thomas of Alaska
3. Ruth Sampson of Alaska
4. James Nageak of Alaska
5. Lillian Garnett of Alaska
6. Earl Havatone of Arizona
7. Ronnie Lupe of Arizona
8. Josiah N. Moore of Arizona
9. Vernon Masayesva of Arizona
10. Vivian Arvisco of Arizona
11. Daniel Tso of Arizona
12. Peterson Zah of Arizona
13. Joan Ainslie of California
14. Andrew L. Andreoli of California
15. Katherine J. Bancroft of California
16. Howard Chavez of California

17. William Demmert of California
18. Steven Lewis of California
19. Dwight D. Lowry of California
20. Ernie C. Salgado, Jr. of California
21. John Hornbrook of Indiana
22. Marilyn Bread of Kansas
23. Julie A. Clouse of Kansas
24. Grace M. Rodrick of Maine
25. Loren B. Stiffarm of Montana
26. Ruth Dial Woods of North Carolina
27. Joyce Dugan of North Carolina
28. James L. Davis of North Dakota
29. Marshall Plummer of New Mexico
30. Levi Pesata of New Mexico
31. Julia Abeyta of New Mexico
32. Ruth Frazer of New Mexico
33. Richard W. Arnold of Nevada
34. Lloyd Elm of New York
35. Susan Adair of Oklahoma
36. Joe Byrd of Oklahoma
37. Mary H. Harney of Oklahoma
38. Lawrence H. Hart of Oklahoma
39. Karen Onco of Oklahoma
40. Kiamichi Stairs-Camp of Oklahoma
41. Alice M. Tonemah of Oklahoma
42. Delores R. Twohatchet of Oklahoma
43. Sydna Yellowfish of Oklahoma
44. Pete G. Coser of Oklahoma
45. Marcelle S. Ahtone Harjo of Oklahoma
46. Wilma Mankiller of Oklahoma
47. Cindy Huston of Oklahoma
48. Paul Plume of South Dakota
49. Pat Goggles of Wyoming
50. Nora Garcia of Arizona
51. Mary Ann Brittan of Oklahoma
52. Shirley Cogswell of Maine
53. Cheryl Crazy Bull of South Dakota
54. Carl Downing of Oklahoma
55. Victoria Higgins of Maine
56. Pat Jagiel of Florida
57. Patricia Locke of North Dakota
58. Oren Lyons of New York
59. Sharon McLane of Kansas
60. Sylvia J. McCloud of Nevada
61. William Mehojah of BIA-OIEP
62. Ted Mitchell of Maine
63. Patty Bordeaux-Nelson of South Dakota
64. Reginald Pasqual of New Mexico
65. Edwin Stronglegs Richardson of Washington, DC
66. Donna Rhodes of Oklahoma
67. Nell Allen Rogers of Mississippi
68. Carol A. Davis of North Dakota
69. Brian Smith of Maine
70. Carmen Cornelius Taylor of New Mexico
71. Mary Margaret Willson of Nevada
72. Ivan Sidney of Arizona
73. Bernadine Youngbird of North Dakota
74. Lionel Bordeaux of South Dakota
75. Robert K. Chiago of Arizona
76. Bob G. Martin of Kansas
77. Robert J. Swan of Montana
78. Twila Martin-Kekahbah of North Dakota

# Oversight Task Force

In Public Law 100-297, as amended, Section 5504, provides for the planning and conducting of the conference to be done by an interagency task force. The Secretary of the Interior and the Secretary of Education jointly established the Task Force by appointing professional and support staff as well as the Director of the Task Force. The Task Force was responsible for the following functions: (1) to request the cooperation and assistance of other Federal departments and agencies in order to carry out its responsibilities; (2) prepare and make available background materials for the use of the participants in the conference and any associated State conferences, and prepare and distribute such reports of the Conference and of any associated State conferences as may be appropriate; (3) make technical and financial assistance available to the States and intertribal organizations to enable them to organize and conduct conferences and other meetings in order to prepare for the conference; and(4) conduct fiscal oversight activities with respect to the preparation for, and the convening of, the Conference, including contracting for the services of the auditor. The Task Force also had the authority to accept, on behalf of the Conference, in the name of the United States, grants, gifts, or bequests of money for immediate disbursement by the Task Force in the furtherance of the Conference.

**Listing of Meetings**

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| 9/17/90 | National Advisory Board on Indian Education Executive meeting, Washington, DC |
| 9/20/90 | Indian Nations-At-Risk Regional hearing St. Paul, MN |
| 10/1/90 | National Indian Education Association 2nd Annual Conference & Indian Nations At Risk Regional hearing, San Diego, CA |
| 10/20/90 | Southern Pueblo Governors Council meeting Santo Domingo Pueblo, NM |
| 10/26/90 | Navajo Area School Board Association Annual meeting Albuquerque, NM |
| 11/12/90 | National Congress of American Indian Annual Convention, Albuquerque, NM |
| 11/13/90 | Annual Conference of the Coalition for Indian Education, Albuquerque, NM |
| 11/27/90 | American Indian Science & Engineering Society National Conference, Syracuse, NY |
| 11/28/90 | Boston Indian Council, Boston, MA |
| 12/10/90 | Oklahoma Indian Affairs Commission, Oklahoma City, OK |
| 12/11/90 | North American Indian Club, Syracuse, NY |
| 12/11/90 | Minnesota Indian Affairs, Minneapolis, MN |
| 12/11/90 | Denver Indian Center, Denver, CO |
| 12/12/90 | Native American Staff & Faculty, Stanford University |
| 12/13/90 | Daybreak Star Indian Cultural Center, Seattle, WA |
| 12/13/90 | Indian Museum Resource-Bohannon High School, San Lorenzo, CA |
| 12/14/90 | Alaska Native Education Council, Anchorage, Ak |
| 12/17/90 | Phoenix Indian Center, Phoenix, AZ |
| 1/8/91 | Southern California Indian Center Los Angeles, CA |
| 1/9/91 | Chicago Indian Education Chicago, IL |
| 1/25/91 | State-wide Indian Education Meeting Sacaton, AZ |

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| 2/1/91 | State-wide Indian Education Meeting Santa Fe, NM |
| 2/9/91 | Alaska Bilingual Conference, Anchorage, AK |
| 2/11/91 | Oklahoma City Area-wide Meeting |
| 2/13/91 | Tulsa, Oklahoma Area-wide Meeting |
| 2/15/91 | State-wide Indian Education Meeting Montgomery, AL |
| 2/22/91 | State Indian Education Meeting Washington State |
| 2/25-26/91 | Meeting with officials of Northern Arizona University, Flagstaff, AZ |
| 2/26/91 | Presentation at United South & Eastern Tribes Conference, Washington, DC |
| 3/1/91 | Participation at American Indian & Alaska Native Pre-Conference to White House Conference to Libraries and Information Services, Washington, DC |
| 3/3/91 | Participation at National Indian Impacted Schools, Washington, DC |
| 3/3/91 | Meeting with Navajo Tribal Officials Washington, DC |
| 3/4/91 | Congressional Meeting on White House Conference on Indian Education |
| 3/5/91 | Presentation at National Congress of American Indians, Executive Meeting, Arlington, VA |
| 3/6/91 | Meeting with Coalition for Indian Education Washington, DC |
| 3/14/91 | Presentation at New Mexico Steering Committee and State-wide Meeting Albuquerque, NM |
| 3/14-3/15/91 | Presentation at Unity Meeting of Tribal Leaders Charolette, NC |
| 3/15/91 | Presentation at BIA Aids and Substance Abuse National Conference Albuquerque, NM |
| 3/25/91 | Meeting with Indian Education Representatives in State of Wisconsin |
| 3/28/91 | Native News Interview Alaska |
| 4/1/91 | Native News Interview Alaska |
| 4/3/91 | Presentation at Oklahoma Indian Education Exposition State-wide Meeting Norman, OK |
| 4/3-5/91 | Participation at Meeting with Northern Arizona University Officials on Telecommunication Flagstaff, AZ |
| 4/4/91 | Presentation at North Dakota State Conference on Indian Education Grand Forks, ND |
| 4/5/91 | Meeting and presentation with Association of Community School Annual Meeting Tampa, FL |
| 4/5/91 | Meeting and presentation with Washington state Steering pre-Conference planning committee Toppenish, WA |
| 4/10/91 | Participation and presentation at Oregon State initial state-wide Steering Committee Meeting Salem, OR |
| 4/11/91 | Presentation at United Sioux Tribes Meeting Pierre, SD |
| 4/18/91 | Presentation at Johnson O'Malley - Title V Meeting Duluth, MN |
| 4/19/91 | Presentation and participation at National Indian School Board Meeting and participation on C-SPAN Indian School Form Oklahoma City, OK |
| 4/22/91 | Participation and presentation at the American Indian Higher Education Consortium Cable, WI |

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| 4/28/91 | Participation and presentation at Washington State Steering Committee Meeting Yakima, WA |
| 4/29/91 | Participation and presentation at Montana Indian Education Association Conference Billings, MT |
| 4/30/91 | Participation and presentation of Oregon State Steering Committee Meeting Salem, OR |
| 5/1/91 | Meeting with Officials of Association of Navajo Community Controlled School Boards, Inc. Albuquerque, NM |
| 5/3/91 | Participation with New Mexico & Arizona State Steering Committee Gallup, NM |
| 5/10/91 | Meeting on Pre-Conference with Colorado Steering Committee Denver, CO |
| 5/12/91 | Participation and presentation at United Southeastern Tribes Meeting Tampa, FL |
| 5/14/91 | Planning meeting in Michigan for Pre-conference Lansing, MI |
| 5/15/91 | Presentation at Stockbridge Munsee Youth Banquet Planning Green Bay, WI |
| 5/16/91 | Presentation and participation at the New Mexico State Indian Education Pre-conference Albuquerque, NM |
| 5/17/91 | Participation at Wisconsin State Indian Education Pre-conference planning Green Bay, WI |
| 5/22/91 | Participation and presentation at Texas Pre-conference Planning Steering Committee meeting, Texas |
| 5/23/91 | Presentation at Interagency Meeting Main Interior Building Washington, DC |
| 5/28/91 | Meeting and presentation at Idaho regarding pre-conference planning Ft. Hall, Idaho |
| 5/29/91 | Meeting with representatives in South Dakota Pierre, SD |
| 5/31/91 | Participation and presentation at California Pre-conference Planning meeting Sacramento, CA |
| 6/1/91 | Meeting with officials of National American Indian Council Conference Washington, DC |
| 6/3/91 | WHCIE Advisory Committee Meeting 400 Maryland Avenue, SW Washington, DC |
| 6/4/91 | Participation and presentation at National Indian School Health Meeting Seattle, WA |
| 6/8/91 | Presentation at Nation American Indian Center Conference Washington, DC |
| 6/10/91 | Meeting with officials of the Indian Nations At Risk Task Force Washington, DC |
| 6/12/91 | Participation at Minnesota State Pre-planning Meeting Brainerd, MN |
| 6/14/91 | Participation at Nebraska State Pre-planning Meeting Omaha, NE |
| 6/18/91 | Interagency Meeting - Main Interior Building Washington, DC |
| 6/20/91 | Participation at Kansas Horton, KS |
| 6/25/91 | Participation and presentation at American Indian, Native American Languages and Curriculum Development Institute, University of Arizona, Tucson, AZ |

# White House Conference on Indian Education
# Task Force

| Name | Position | From |
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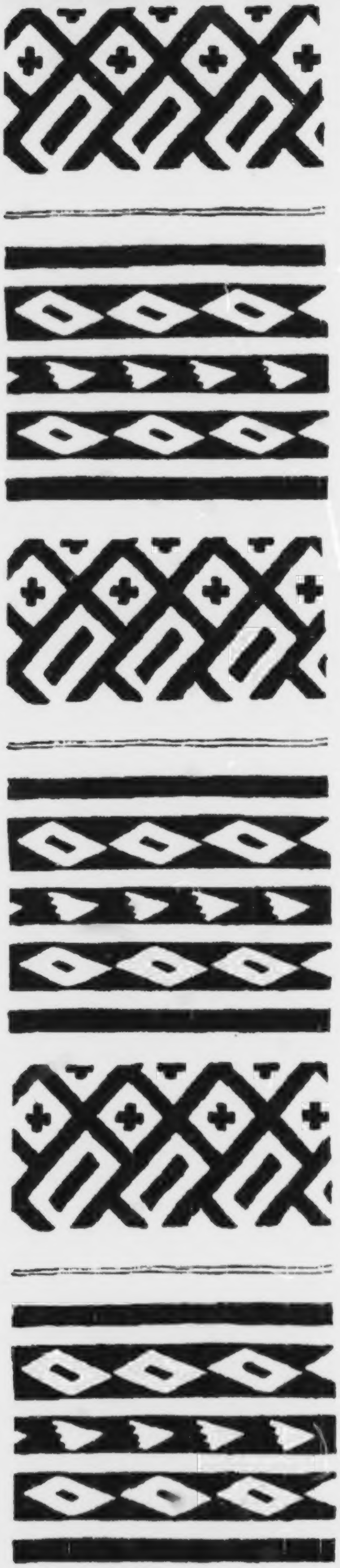
# Conference Work Sessions

The Conference work sessions were designed for very specific purposes to address the needs of the Conference. The workshop process was intended to provide clear implementation guidance, to facilitate the development of resolution and plans of action, and to ensure that all of the state recommendations received Delegate consideration. The objective was to create an atmosphere of "township meetings" at a national level, with the goal of developing recommendations that could have policy implications. This effort was meant to get the maximum amount of interaction in the time limit available during the Conference.

To accomplish this goal, the Task Force obtained the assistance of Dan J. Roach, Training and Development Specialist, Forest Service, United States Department of Agriculture, who has distinguished himself as a meeting designer, process facilitator and facilitator trainer with the Forest Service in California. He offered suggestions and guided the development of the work session meeting facilitation strategy. He was the principle trainer for the work session teams during the two days prior to the Conference.

In order to allow the strengths and capabilities of the Delegates to focus on issues, and not process, the work sessions were staffed by four types of team members. The work sessions were provided facilitators (primary and secondary), resource experts (primary and supporting), administrative assistants, and computer note-takers (primary and secondary). These individuals were expected to keep the sessions on track and provide whatever assistance and expertise was necessary to ensure that all relevant background facts and data were available to the Delegates. These work session team members had areas of expertise relevant to the purpose of the Conference and their assignments to work session topic areas was made after the first day of work session training. The central purpose of the work session teams were to facilitiate Delegate work session discussions and to help provide guidance to the Delegates on specific points in refining and targeting the goals of their particular work sessions.

The work session teams performed very well during difficult periods of the work sessions. The most difficult period was the first work session in getting the delegates to the same level of understanding. This was a requirement prior to accomplishing the tasks of the work sessions.



Cherokee

# ACKNOWLEDGEMENTS

## CHAPTER SEVEN

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

# *Conference Supporters*

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- Mississippi Band of Choctaws
- Oneida Indian Tribe of Wisconsin
- Poarch Band of Creeks from Alabama
- Red Cliff Band of Chippewa Indians
- San Manuel Band of Mission Indians
- Sandia Pueblo of New Mexico
- Shakopee Sioux Community
- Stockbridge-Munsee Indian Tribe
- Yankton Sioux Tribe of South Dakota

# GLOSSARY OF TERMS

| | |
|---|---|
| ABE - | Adult Basic Education |
| ACF - | Administration for Children & Family, DHHS |
| AI/AN - | American Indian/Alaska Native |
| AIHE - | American Indian Higher Education Consortium |
| ANCSA - | Alaska Native Claims Settlement Act (85 Stat. 688) |
| AVE - | Adult Vocational Education |
| AVT - | Adult Vocational and Training |
| Alaska Native - | American Indian, Eskimo and Aleut |
| BIA - | Bureau of Indian Affairs, DOI |
| DHHS - | United States Department of Health and Human Services |
| DOE - | United States Department of Education |
| DOI - | United States Department of the Interior |
| DOL - | United States Department of Labor |
| ESCEP - | Early Childhood Education Programs |
| ECSEP - | Early Childhood Special Education Programs |
| ETA - | Employment and Training Administration, DOL |
| FAS/E - | Fetal Alcohol Syndrome/Effects |
| "FEDS" - | Federal Government |
| FI&R - | Facilities Improvement and Renovation |
| FMCC - | Facilities Management and Construction Center, DOI |
| FY - | Fiscal Year (October 1 to September 30 - each year) |
| GED - | General Education Diploma/High School Equivalency |
| ICWA - | Indian Child Welfare Act |
| IHS - | Indian Health Services, DHHS |
| INAR - | Indian Nation At Risk |
| IPS - | Indian Priority System |
| ISEF - | Indian School Equalization Formula |
| ISEP - | Indian School Equalization Program |
| JTPA - | Job Training and Partnership Act |
| JOM - | Johnson-O'Malley Program - Johnson-O'Malley Act of April 16, 1934, P.L. 73-167 |
| LEA - | Local Education Agency |
| MOA - | Memorandum of Agreement |
| NACIE - | National Advisory Council on Indian Education |
| NCAI - | National Congress of American Indians |
| NCATE - | National Council for Accreditation of Teacher Education |
| NIAEA - | National Indian Adult Education Consortium |
| NIEA - | National Indian Education Association |
| NPS - | National Park Services, DOI |
| S. 2044 - | Senate Bill: Native Language and Culture Act |
| OCM - | Office of Construction Management, DOI |

| | |
|---|---|
| OESE - | Office of Elementary and Secondary Education, DOE |
| OIE - | Office of Indian Education, DOE |
| OIEP - | Office of Indian Education Programs, DOI |
| OMB - | Office of Management and Budget |
| OSAP - | Office of Substance Abuse Program |
| O&M - | Operations and Maintenance, DOI |
| PPC - | Parent Policy Committee - Headstart Program |
| PTA - | Parent-Teacher Association |
| Plans of Action - | Action Plans |
| PL - | Public Law |
| PR - | Public Relations |
| R&DC - | Research and Development Center |
| SEA - | State Education Agency |
| TCCC - | Tribally Controlled Community Colleges |
| US - | United States |
| WHCIE - | White House Conference on Indian Education |

## Public Laws

| | |
|---|---|
| P.L. 81-815- | Act Relating to Construction of School Facilities in Areas affected by Federal Activities and or other purposes, Title VII |
| P.L. 81-874- | (Impact Aid) Title I, Financial Assistance for Local Education Agencies in areas affected by Federal activities |
| P.L. 92-189- | Navajo Community College Act of December 15, 1971 (85 Stat. 646) |
| P.L. 93-638- | Indian Self-Determination and Education Assistance Act (88 Stat. 2203) as amended by P.L. 100-472 |
| P.L. 94-142- | Education for All Handicapped Children Act of 1975 (20 U.S.C. 1411-1420) |
| P.L. 95-341- | American Indian Religious Freedom Act (92 Stat.) |
| P.L. 95-471- | Tribally Controlled Community College Assistance Act of 1978 (92 Stat. 1325) |
| P.L. 95-561- | Education Amendments of 1978 (92 Stat. 2143) as amended 1979, 1984, 1985, 1988 and 1989 |
| P.L. 95-608- | Indian Child Welfare Act of 1978 (92 Stat. 3069) |
| P.L. 99-570- | Anti-Drug Abuse Act of 1986 Subtitle C - The Indian Alcohol and Substance Abuse Preventions and Treatment Act of 1986 |
| P.L. 100-297- | Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendment of 1988 |
| P.L. 100-497- | Education Amendments to P.L. 100-297 |
| P.L. 101-301- | Miscellaneous Amendments to Indian Law and other purposes (104 Stat. 206) Amendments Act of 1988 |
| P.L. 101-392- | Carl D. Perkins Vocational Education Act |
| P.L. 101-477- | To Reauthorize Tribally Controlled Community College Assistance Act of 1978 and Navajo Community College Act (104 Stat. 1152) |

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# THE FINAL REPORT OF THE WHITE HOUSE CONFERENCE ON INDIAN EDUCATION

VOLUME TWO

MAY, 1992

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# THE FINAL REPORT
# OF THE
# WHITE HOUSE CONFERENCE
# ON INDIAN EDUCATION

JANUARY 22-24, 1992
WASHINGTON, DC

THE WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

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MAY 22 1992

Dear Mr. President:

I am submitting herewith the Report of the White House Conference on Indian Education which was held on January 22-24, 1992 in Washington, D.C. This report is submitted in accordance with Public Law 100-297, the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. This act required the submission of a final report to the President within 120 days of the Conference's completion.

The report was developed from the hard work of the Conference Delegates who attended the Conference. These Delegates produced a total of 113 Resolutions, with accompanying plans of action, designed to provide guidance in future Indian education policy directives.

These Delegates also represented a unique cross-section of the American Indian /Alaska Native communities throughout the country. They included business leaders, educators, parents, students, and elected governmental and school board officials, and are to be commended for their deliberations and dedication.

You will be ably assisted in the preparation of the Report to Congress by Secretary Manuel Lujan, Jr., and Secretary Lamar Alexander. Staff from their respective Departments, Education and the Interior, were actively involved in the Conference planning and its management.

I am certain that your Report to the Congress, relying on the Delegates' recommendations, will greatly enhance the quality of education to Indian communities throughout the Nation.

Sincerely,

Buck Martin

Buck Martin
Director

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# White House Conference on Indian Education (WHCIE)
# Volume II

## Introduction

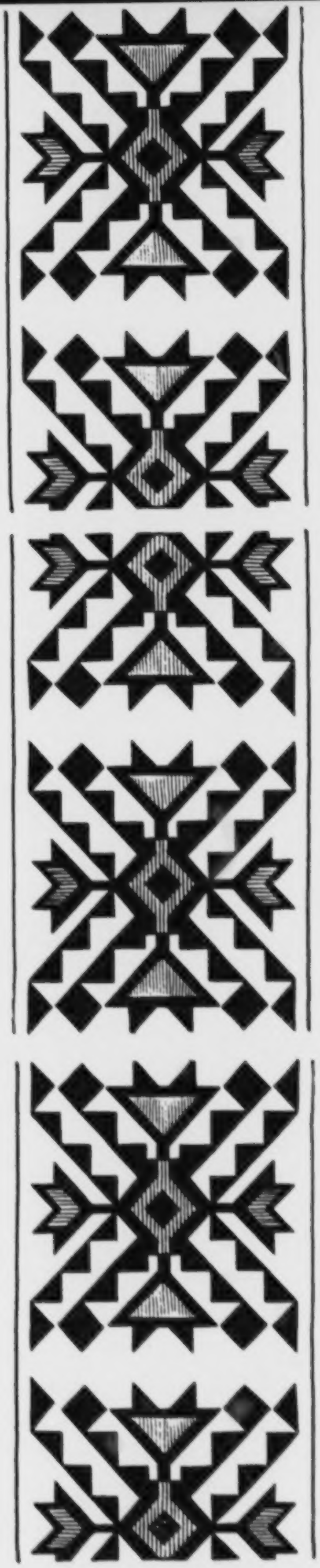
This volume contains the critical elements of the White House Conference on Indian Education. This volume documents the efforts of the American Indians and Alaska Natives throughout the country in addressing Indian education issues. In October of 1990, the Task Force began to meet with people, to discuss the major issues of concern. They met with a diverse group of people and representatives from across the country in State, regional, and tribal group sessions. These groups produced the State reports.

These Steering Committees planned and developed processes by which to make State, tribal, and regional recommendations. As a result, twenty-six States, three regions, and the Navajo Nation, submitted reports. From that point, a summary report was developed. The report identified seventeen topic areas into which specific State, regional and tribal recommendations were sorted. Because of the huge volume of recommendations, the Task Force further condensed the summary report into a document titled, "Pre-Conference Recommendations". The recommendations were condensed from seventeen to eleven topics papers. This document was utilized as the basic working paper by the Conference Delegates in their work sessions.

Since the beginning of the process, the focus has been that the final recommendations must be advanced from the local to the national level. Through the development of the pre-conference recommendations from the State Summary Report to the Pre-conference Recommendations, this goal was achieved. Also, the Task Force wanted to make sure that there would be consideration of policy implications in the adoption of these recommendations and in the plans of action.

Volume II contains the important transcripts of the White House Conference on Indian Education, from the Delegate orientation, to the major presentations, to the Delegate Resolution Assembly.

Overall, the White House Conference on Indian Education has presented the beginning of a plan of action to improve Indian education.



Sauk and Fox

# PRE-CONFERENCE SUMMARY REPORT

## CHAPTER ONE

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

# STATE SUMMARY REPORT

## PREFACE

This document was prepared for the White House Conference on Indian Education. This document has seventeen goal sections and contains concerns and recommendations from thirty state, tribal, and regional reports. Each section lists the state, tribe, or regional on the left side and the concern or recommendation on the right side. The reason for listing in this manner the concerns and recommendations is not to express ownership of recommendations, but to show that the ideas generated by each state, tribe, or region were made a part of the process. Each section will address a specifically identified goal. These goals include:

| | |
|---|---|
| Goal 1: | Readiness for School |
| Goal 2: | Maintain Native Languages and Cultures |
| Goal 3: | Literacy |
| Goal 4: | Student Academic Achievement |
| Goal 5: | High School Graduation |
| Goal 6: | High-Quality Native and non-Native School Personnel |
| Goal 7: | Safe and Alcohol-Free and Drug-Free Schools |
| Goal 8: | Adult Education and Lifelong Learning |
| Goal 9: | Restructuring Schools |
| Goal 10: | Parental, Community, and Tribal Partnerships |
| Goal 11: | Delivery of Services |
| Goal 12: | Delivery of Services/Organization of Indian Education |
| Goal 13: | Well-Being of Indian Communities |
| Goal 14: | Exceptional Education |
| Goal 15: | Higher Education |
| Goal 16: | Research |
| Goal 17: | Independent Board of Indian Education |

The intent of this document is to present state, tribal, and regional recommendations in a format that will lead to development of national Conference recommendations.

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# GOAL 1
# READINESS FOR SCHOOL

By the year 2000 all Native children will have access to early childhood education programs that provide the language, social, physical, spiritual, and cultural foundations they need to succeed in school and to reach their full potential as adults.

## CONCERNS

| | |
|---|---|
| AK | Increase funding to all early childhood programs that serve Native/Indian children. |
| AK | Increase funding to all sources that provide support to early childhood programs. |
| AK | Estimated Cost: At least double the funding that now exists in the American Indian Programs Branch - Head Start Bureau. |
| MI | Family income requirements for participation in Head Start (National). Space in established programs and transportation. Lack of knowledge and understanding of the Native culture. |
| MI | Lack of teacher training programs which are culturally sensitive (state and federal programs). |
| MI | Insufficient funding to correct current deficiencies in existing programs (state and federal programs). |
| NV | Early childhood development. |
| SD | Many problems experienced by children in later school years were perceived as being preventable if parental involvement and education were maintained based on the foundation laid by early childhood programs. |
| SD | Parental and community concerns include quality of teachers which particularly could be addressed through teacher training; less strict guidelines regarding who can participate relative to both geographic limitations and over-income families. On more than one occasion, a concerned person expressed dismay and skepticism about whether or not Head Start made a difference since the Indian people of South Dakota continue to have a high dropout rate and low achievement test scores. This led to a discussion about the examination of Head Start versus other delivery systems and to a recognition of the potential value of more and better home-based programs. |
| SD | There is concern expressed by some educators and parents that we are sending our children in formal schooling too soon. Because this is a serious concern that is particularly relevant given the commitment of educators to promoting traditional life and traditional family recommendations, we do recommend further study of this concern. |
| WY | Lack of interest of parents - only few involved - nepotism can begin. |
| WY | State Early Intervention Program funds could be lost if tribes don't utilize funds for early intervention program - tribes don't have the funds to support it alone. |
| WY | Dealing with socio-economic stresses, teenage pregnancy which often means low birth weight and that can often cause problems with children being born with early developmental delays. |
| WY | The entrance rate of handicapped children into the Head Start schools is increasing and the preschool teachers are inadequately prepared to teach these children. The certification of some classroom teachers is questioned. |

WY Indian children are exposed to all types of influences, positive and negative. Too few positive alternatives are available to make appropriate decisions.

MN Preliminary discussion focused on how Indian children were traditionally educated and parented. Because of forced removal from families during the boarding school and relocation era, the old family practices of rearing children has become almost non-existent. Present generations have not had the benefit of family members nearby to assume of the responsibilities of child rearing.

## RECOMMENDATIONS

AK Comprehensive services for students, using Head Start model be implemented in public education that would complement existing services to students in the educational program.

AK Increased Head Start funding is necessary so that all Native/Indian children are eligible to participate.

AK Early childhood programs in languages need to be implemented.

AL By the year 2000, early childhood education and parenting programs should be the shared responsibility of the tribes, Federal agencies, and states.

AL Provide Federal funds, matched by the state, for early childhood education programs for Indian children of state and federally recognized tribes, which will be implemented in cooperation with the LEA's and the Parent Advisory Committees.

AL Accessability of early childhood education and parenting program.

AL Lack of funding.

AZ One way of avoiding failure in school is to provide children with adequate preparation to deal with the requirements of the school environment. The Head Start program has been instrumental in bridging the gap faced by children of low socioeconomic background by raising them to the level of better-prepared students.

AZ Effective methods to educate at an early childhood level include the use of bilingual personnel, continued staff training, use of hands-on activities, ample opportunities for oral language development and the introduction of native language in preschool. State universities should provide an early childhood certification program in rural areas for the convenience of personnel.

AZ Tribal specific early childhood needs for language and social development need to be addressed through development of culturally sensitive, bilingual education curriculum which positively incorporate the cultural lifestyles of Indian children.

AZ Define "school readiness" as it relates to Indian students to ensure that Indian students are not retained or mislabeled by irrelevant policies or standards.

AZ To increase the effectiveness of early childhood education and education in general, parents must become partners in the process through assuming increased parental responsibility for the initial education of their children and being held accountable for this.

AZ The expansion of early childhood learning centers should be recognized as a step in economic development that will help create other forms of economic development.

AZ Bureaucratic red-tape and the historical lack of cooperation must be reduced, especially in the area of early childhood education.

| | |
|---|---|
| AZ | Schools must provide effective orientation programs for non-Indian teachers, coordinate staff development programs for early childhood and primary school teachers and increase cooperative and innovative programs with universities, including programs to provide paraprofessionals with required courses to enable them to earn degrees. |
| AZ | Effective early childhood education programs should be available to all Native American children. The success demonstrated by participants in Head Start programs demonstrates the validity of such programs and the long waiting lists for most such existing programs demonstrates the compelling need for expansion. Given the isolation factors prevalent in many Native American areas, the effort to expand such programs must encompass the use of both early childhood learning centers and an effective outreach program. An effective outreach program can also serve to create meaningful involvement of the parents in the early education of their children. |
| AZ | To be as effective as possible, there must be real coordination between the early childhood programs and the local primary schools to enhance the transition process. The staff of the early childhood programs must have specialized training both in skills related to early childhood education and to the linguistic and cultural aspects of the students. They must also be able to effectively relate to the parents, providing basic counseling and guidance on how the parents can assist their children. |
| AZ | Acknowledging that it is always difficult for two different bureaucracies to establish formal cooperation without undue complications and paperwork, it is recommended that serious consideration be given to: 1) placing the national Head Start program under the U.S. Department of Education; and 2) providing funding for such programs as a component of normal school finance formulas. |
| AZ | While this goal is one that could provide extremely positive and lasting benefits to Native American children, it is recognized that the costs of expanding such programs to serve all children will seriously detract from the effort. Most Indian communities and reservation areas lack adequate facilities even, in many cases, for the programs that are available today. The costs of adequate facilities, of providing the specialized training for staff and then providing salaries appropriate to their skill level, of developing tribal-specific curriculum, of expanding the programs to serve additional children are significant. Actions must be initiated to convince tribal, state and federal leaders and policymakers of the long-lasting value of such programs and their potential for reducing other costs in the long run, including social welfare and service costs, crime, etc. |
| AZ | A special effort should be initiated to demonstrate to tribal leaders the role of effective early childhood programs in any meaningful economic development activities. The work involved in expanding such centers and the additional jobs that would be provided are an economic activity in and of themselves. |
| CA | Ensure that Indian students have priority enrollment in programs designed and specifically funded for them. |

| | |
|---|---|
| CA | Provide adequate funding for facilities and transportation, particularly in rural and reservation areas to ensure full access to education programs and services. |
| CA | All persons preparing to teach or provide other services in California schools be required to take course work reflective of the diverse Indian populations in California. |
| CA | Establish a national American Indian Early Childhood Education Center to coordinate and consolidate current, diverse early childhood programs and funding resources. |
| CA | Establish quality review teams to monitor Indian Education Programs. Reviews to include assessments for: qualified personnel, program competencies, timely reporting and budgeting, and parental involvement. |
| CA | Provide quality before kindergarten matriculation for all Indian children regardless of family income levels. |
| CA | All Indian parents must have access to medical and nutritional service before, during and after pregnancy to insure healthy children. |
| CA | Require that all teachers, counselors and other professional directly in contact with Indian children receive inservice training regarding Indian culture. |
| CA | Provide comprehensive affordable health and nutritional support systems for all Indian children 0-10 year of age. |
| CA | Provide comprehensive information regarding school services and school systems to all Indian parents, to enable them to participate fully in their children's education. |
| CO | Parents and elders should be welcomed as partners in early childhood programs. |
| CO | Social and cultural events should be created to involved parents and the community in the school. |
| CO | Safe transportation is crucial to the success of most early childhood programs. |
| CO | Early childhood programs need to be located in facilities that are safe, attractive, and accessible to families. |
| CO | Compensation for early childhood teachers must be equivalent to that of educators at other levels. This is necessary to attract and retain highly qualified personnel. |
| CO | Early childhood teachers should be specially trained and certified in early childhood education. |
| CO | It is critical to broaden the eligibility for Head Start programs so that children and families can receive these invaluable services. |
| CO | It is of deep concern that Title V-C programs are limited by funding to serving K - 12 populations. Significant numbers of pre-school children are not allowed in the current funding. Young families are eager for their children to be in culturally appropriate early childhood programs and this introduction to formal school is known to have positive effects of children's later years. In addition, the enthusiasm of young families to be involved in their children's education should be captured before they enter the formal system. Funding must be extended to prenatal, day care, and pre-school programs. |
| CO | Early childhood programs should not be considered "extra" to K - 12 education, but an integral part of the total schooling experience. |

| | |
|---|---|
| CO | Successful educational experiences for Native children begin in the home with strong,healthy families that value learning and their cultural heritage. These families must have good parenting skills, access to adequate health services, and provide appropriate models for their children. Parents and families must be involved throughout their children's preschool experiences; they provide the foundations to learning and the bridges to increasingly more formal educational experiences. When children leave their homes to attend early childhood programs, they must be surrounded with the spiritual and cultural values that will help them to learn and to develop. At this time, adequate funding is not available for acceptable programs for mothers, families, and young children. |
| CO | Adequate funding must be provided for pre-natal and parenting classes and for early childhood programs for each and every child. Coalitions should be formed to work with other groups toward this goal. |
| CO | Early childhood programs must include programs that begin with proper prenatal care for mothers, day care, and parenting classes for parents and other caretakers. |
| FL | Implement comprehensive intervention and screening programs to increase the identification of childhood and adolescent problems. Responsibility: Federal, state and local education agencies. |
| KS | The committee identified the need to encourage, recruit, and support American Indian individuals into the profession of Early Childhood Education and Practice with emphasis on American Indian culture and values. |
| KS | The committee identified the need to refine, expand, and reinforce basic programs of early childhood services which focus on the American Indian communities in Kansas. |
| KS | The committee identified the need to assure the continued funding of the "Healthy Start" which has proven to be so successful with Kansas American Indian children. |
| MI | Head Start Programs: Income guidelines must be eliminated as the baseline requirement for participation. A more realistic assessment for participation in the program would be to apply a range of factors which place children "at risk" of becoming educationally disadvantaged and who have extraordinary need of the special assistance of the Head Start program. This list is by no means exhaustive, but is offered to assist in defining, identifying, and selecting eligible participants.<br>- low birth rate<br>- developmentally immature<br>- physical and/or sexual abuse and neglect<br>- nutritionally deficient<br>- long-term or chronic illness<br>- diagnosed handicapping condition (mainstreamed)<br>- lack of a stable support system of residence<br>- destructive or violent temperament<br>- substance abuse or addiction<br>- language deficiency or immaturity<br>- non-English or limited English speaking household<br>- family history of low school achievement or drop-out<br>- family history of delinquency<br>- family history of diagnosed family problems<br>- low parental/sibling educational attainment or illiteracy<br>- single parent<br>- unemployed parent/parents<br>- low family income<br>- family density<br>- parental/sibling loss by death or parental loss by divorce<br>- teenage parent |

- chronically ill parent/sibling (physical, mental or emotional)
- incarcerated parent
- housing in rural or segregated area

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| MI | Legislative change to Head Start to eliminate income requirements for participation for Native students. All Native students should have access. (national legislation) |
| MI | College curriculum development and funds for implementation of teacher training programs for teachers of Native students. (national emphasis) |
| MI | Teacher certification requirements should include the completion of Native curriculum course work. (state certification and national emphasis) |
| MI | State core curriculum requirements should require the infusion of Native culture history, language, and traditions be taught in all aspects of the school curriculum. (state P.A. 25 legislation and national emphasis) |
| MI | Begin the process of parental involvement at preschool level. |
| MT | Amend Head Start/Day Care legislation to allow for facilities construction and renovation. |
| NE | ALL Native Head Start - aged children will be admitted to Head Start, whether income eligible or not. |
| NE | BIA early childhood education contract dollars be accessible to all areas and not just where contract schools are located. |
| NC | That, in achieving the National Education Goals special federal attention should be addressed to Head Start in Indian communities; that priority for parental training in nutrition and health care be enhanced. |
| NM | Transition programs must be developed to prepare children as they move from pre-school/Head Start to kindergarten. |
| NM | Statewide training must be provided to personnel and parents, on a regular basis, in the specific program guidelines where the children are enrolled, including information about how parents should participate. |
| NM | Reinforcement of parenting skills needs to be provided in areas of positive adult-child interactions, understanding and appreciation of ones own culture and language, and responsibility as single and/or teenage parents. |
| NM | Comprehensive screening procedures must be developed and utilized so that each child's developmental level provides the basis for an individualized educational program. |
| NM | Early intervention programs must address issues related to dysfunctional families, Fetal Alcohol Syndrome, child abuse and substance abuse. |
| NM | All programs will provide opportunities for parent involvement (to include grandparents and other extended family members) in policy making, curriculum development, classroom participation, evaluation, and recommendations for change. |
| NM | The native language must be valued and used within the curriculum and learning environment on a daily basis through teacher-child interactions. |
| NM | Where appropriate, oral English language development programs must be established to provide children with facility in oral English prior to their introduction to reading. |

NM To assure quality, programs must seek certification/accreditation under NAEYC, if appropriate; or, the Department of the Interior and the Department of Education must work with tribes to develop a system of tribal certification for educational programs and staff.

NM Funding must be provided for adequate salaries based on experience and training.

NM The BIA's Office of Indian Education Program (OIEP) must begin to address early childhood program needs and solicit the needed funds.

NM Funds must be provided for the training of Head Start staff in need of college level education.

NM Eligibility criteria for early childhood programs must be changed to state that services will be provided for all Indian children.

NM Indian communities must receive assistance in assessing local needs, resources for funding, and development of programs to meet the needs of young children.

NM In reference to P.L. 100-297, provisions must be included to assure safe facilities, forward funding and additional transportation needs.

NM Programs must explore alternative means of providing early childhood services: for example, teachers & staff travel to homes to deliver training in parenting skills, English as a Second Language (ESL), literacy, etc. This Home Based type of approach could be considered in place of transporting young children.

NM All programs in Head Start must address the needs of the whole child: health, nutrition, mental health, special needs of handicapping conditions or gifted children, and family related services.

NM Tribes must develop educational plans to meet the needs of children of working parents, special needs children, at-risk children and Head Start age children.

NM Head Start programs must follow the recommended daily program for a positive learning environment s established under national guidelines, Child Development Association (CDA) certification requirements, NAEYC recommendations, and tribal educational needs.

NM Staff training must be provided to program personnel, on an on-going basis, on a professional level in areas of child development theory, teaching methods and learning styles of Indian children. College level training, in addition to the Child Development Associate training, should be available.

NM Adequate salaries must be funded and provided to personnel based on experience and training.

NM Programs must ensure that a planned daily activity program be provided which is age appropriate.

NM Programs must ensure that personnel includes teachers and administrators from the local Indian communities.

NN (Navajo Nation) Staff development in the Headstart program must be intensive and ongoing. This includes education and training for teaching staff, administrators and support staff. Credentialing of teaching and administrative staff is a must for this program. But credentialing without increases in salary commensurate to the educational effort required is self defeating. As staff become more highly credentialed but no better paid, they leave, producing a high turn over rate. Therefore, conferees seek Federal support, including regulatory support and appropriations support for operations Head Start with a professionally trained and credentialed, and paid staff.

NN Parental involvement is an essential part of success in an early childhood program. Yet, in the Head Start program, funds for parental involvement activity are discretionary. Head Start programs across the country compete for grant funds under the parental involvement category and only some of them obtain them. Conferees request the Federal government, through appropriate statutory and regulatory change and accompanying funding allocation, include funds for parental involvement activities in the base Head Start budget. In this way every program would receive resources for this activity and would be directed to use those resources to involve parents in the Head Start program activities.

NN Curriculum development is needed in the Head Start Program, particularly on the Navajo Nation, although it should be able to differ from curriculum in non-Navajo Head Start programs. The Navajo Nation should be supported in its efforts to develop a model of Head Start services and classroom delivery for all Navajo Head Start programs. This model should incorporate Navajo cultural content and Navajo learning styles. Again, such curriculum development should be available under the basic Head Start Program and should be encouraged by national administrators of the program.

NN The Navajo Nation (and other Indian Nations) should have more discretion to build an early childhood education model upon the Head Start programs that is consistent with Navajo needs and value. For example, Head Start is often the only preschool program in many Navajo communities. All preschool aged children need the program. The program should be able to be operated inclusively, without financially based eligibility requirements. Head Start regulations reflect an urban model more appropriate to the dominant American society and to those minority groups located in urban areas. Federal administrators of the program need to be directed by their superiors to favor and support Navajo Specific (and tribally specific) modifications to the basic program and to cease trying to incorporate Navajo and other tribally operated Head Start Programs into a regional framework.

NV Increase Head Start funding.

NV Waive income level guidelines of Head Start.

NV Expand building and facilities of Head Start centers.

NV Develop pre-kindergarten programs.

NV Mandate parent training workshops in Head Start and day care centers.

NV Increase parent involvement.

NV Increase involvement of the private sector.

NV Coordination with other community resources, i.e., WIC, Mental health and JOM programs.

NV With reservations in Nevada being so remote, many times a Head Start program and/or day care is the only program available to parents.

NV To have tribes have control over eligibility guidelines.

NV Funding for communities with a low population base. (Many times programs will be awarded to reservations with high population bases).

NY More autonomy for Native American educators.

OK Early childhood Indian Education.

OK Use adult education monies to help with early childhood programs.

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| SD | Sufficient financial resources be made available to insure that every Native child regardless of income be given an early childhood education experience. |
| SD | Parent education and involvement must continue to be emphasized in early childhood programs. This education and involvement can be carried into other school experiences. |
| SD | A study of the impact of early childhood programs on tribal society and values and on the quality of later school experiences relative to participation in Head Start/Homestart should be conducted for improvement. |
| SD | Teacher training particularly to achieve CDA's but also for baccalaureate and other programs must be emphasized by tribes to insure quality teachers and programs. |
| SD | In addition, Head Start teachers recommend that the CDA process include Indian cultural specialty areas (as is done for the Spanish culture) in recognition of tribal cultures. |
| TX | Students should be encouraged to do more than seek a general equivalency degree through strong counseling programs, which should be implemented very early in their education. |
| TX | By the year 2000, all Native American children should not just have "access to" early childhood education programs that continue to provide them with the language, social, physical, spiritual, and cultural foundations necessary to succeed in school and reach their full potential as adults. These should be mandated. These should be local, state and national goals. |
| WA | Add "maximum access" to goal. |
| WA | Examine the Head Start child development model and see how it can be adapted to all grades, kindergarten through twelfth grade. |
| WA | Increase funding for early education programs (such as Head Start) and Johnson-O'Malley which provides tutorial aid. Survey feedback identifies the value of these programs in a student's education as extremely important in their educational experience. |
| WA | Facilitate/provide for community commitment/opportunities. |
| WA | Early childhood educational services need to be made available to more children. |
| WI | Create a program to help at risk children with attendance and counseling to begin at the Head Start and preschool level. |
| WI | Begin programs in math and science in Head Start, in pre-school. |
| WI | Early childhood programs are a vital component that address needs of children, parents, and early intervention. The government should continue to fund these efforts. |
| WY | In helping students establish self-identity, native languages should be taught in those schools with an Indian student majority and teacher involvement should be required. |
| WY | The Early Intervention Program should be continued, it is necessary and should be promoted. |
| WY | Parent training should be implemented about fetal alcohol syndrome (FAS) and fetal alcohol effects (FAE) because of the problems with alcohol and drugs. |

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| WY | Parent training in parenting skills should be done for young and expectant parents in high school on how to raise children because it is necessary to succeed in today's society. It should be done during the developmental stages within the first three to four years before the children enter school and parents should realize that they are their child's first teacher - whatever they teach their children within those first four years goes with them throughout their lives. |
| WY | Implement teacher training on how to handle handicapped children due to deafness, blindness, mental retardation because the extreme cases currently are speech impaired or hyperactive. |
| WY | Teachers need to be able to teach those children because they are a part of today's society and technology has provided equipment to alleviate the handicap. |
| WY | Certification of classroom teachers should be required and verifiable. |
| WY | There should be continued support and funding for Early Intervention, Even Start, and Head Start with early screening of all Indian children available. Early detection of problems and early intervention can make significant progress for young children before they start school with develop programs for special education and special needs children necessary. |
| WY | Encourage parents to teach their children the religious, spiritual aspects of Indian culture. |
| WY | The parenting classes should be continued and stressed. The benefits of these programs are far reaching, parents become more effective, classes enhance development of children, parents are more involved with the school and improve their communications skills. Parenting classes also bring parents into the academic arena with their children. |
| MN | Communities have a social responsibility to their people; communities need to put their resources into family education. |
| MN | Parents need to be involved with their children. They need to be provided the opportunity to learn how to communicate, play, teach and listen to their children. |
| MN | Program designs need to involve all family members and teach the REAL program, which stands for Respect, Empowerment, Acceptance, and Love. |
| MN | Funds should be made available to train more professional Indian people in child development and related fields. |
| MN | There needs to be more assistance to families beginning at the prenatal period and continuing through early childhood and school years. There needs to be more funding, as well as increased flexibility with current funding, to allow for outreach services for both children and parents in these critical development stages. |
| MN | Parents need preparation in order to fully participate in a child's education for pre-school and onward. |

## GOAL 2

## MAINTAIN NATIVE LANGUAGES AND CULTURES

By the year 2000 all schools will offer Native American students the opportunity to maintain and develop their tribal languages and will create a multicultural environment that enhances the many cultures represented in the school.

AL By the year 2000, new norms will be developed for culturally relevant standardized testing for Indian students.

AZ In addressing this recommendation, an excerpt from the State Board of Education's working document indicates historically, the purpose of educating the American Indian was to eradicate her/his culture and assimilate her/him into the dominant society. Far from being successful, the harm done by this forced effort continues to affect today's Indian parents, for they do not want their own children to suffer the ridicule, punishment and failure they themselves experienced. Therefore, many Indian parents have tried to incorporate the dominant culture's values into their family life, including speaking only the English language. Because of this effort, many Indian families are now caught in what researcher Jim Cummins terms "bicultural ambivalence." (Jim Cummins, "Empowering Minority Students: A Framework for Intervention." Harvard Educational Review, Vol. 56, No. 1, February, 1986, p. 22.) Applying Cummins' concept to Indian settings, today's Indian children feel neither totally comfortable in the dominant culture nor in their Indian culture. The educational problems this creates are particularly evident in the area of language development. Some Indian families have developed a form of "survival English," used on a daily basis in place of developing children's proficiency in the native language. Yet when these children enter school, they find the classroom English very different from their own; often, they find their language--and the experience it represents--rejected and treated as a "deficit" to be "remedied."

AZ What does make the difference, then, in enhancing Indian students' school achievement and later life success? Our research indicates that a variety of factors are at work, but in general, these center around language--its acquisition and its use in varying social-cultural and educational contexts--and the intergroup power relations that determine the status and relative "prestige" of particular language groups in our society. Thus, the issue is not a purely linguistic one, for language use and language teaching are integrally connected to larger social, political and policy issues. In Arizona, where over 60,000 school-age children come from homes in which an American Indian language is spoken--and where at least 19 distinct Indian languages are present--this combination of language-related issues is critical to education. 1980 Census of Population, Vol. 1: Characteristics of the Population, Part 4, Arizona. Washington, D.C.: U.S. Department of Commerce, Bureau of the Census.

AZ This has become a national goal, although somewhat vague and perhaps not legally enforceable, through the passage of the Native American Languages Act. (P.L. 101-477)

FL The academic, emotional, cultural and social needs of our Native American children are not being met through the school system. Nationally, Native American students consistently score lower as a group on standardized tests; have a much higher than average drop out rate; and generally fall below the norm in all measures of academic success. In addition, schools fail to identify the developmental problems of Native

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| | American students and provide little opportunity for Native American parental involvement and participation into school curriculum and programs. School systems, including teachers, display a gross lack of sensitivity to Native American cultures and customs. |
| FL | Declining use and potential loss of Indian languages. |
| IA | A National Plan does not exist to mandate and monitor teacher training/instruction in native cultures/languages. |
| KS | There is a lack of multi-cultural awareness training. |
| MI | Lack of trained instructors. |
| MI | Local, state, national attitudes of resistance. |
| MI | Urban areas comprised of more than one tribal language group. |
| MI | Lack of funding. |
| MI | Lack of parent/community involvement. |
| MI | Lack of an understanding of our treaty rights to ensure the continuation of our languages. (P.L. 101-477) |
| MI | Lack of student motivation. |
| MI | Lack of time in instructional day. |
| MI | Lack of time to implement this goal. |
| NC | Obstacles in achieving the National Education Goals for Indian students were identified as: failure by schools in identifying all "at-risk" Indian students; not having enough funding to achieve the goals; health problems; family illiteracy; unemployment of parents, summed up as Indians in poverty; the need to train all teachers about Indian students; lack of adequate counseling; lack of parental involvement; and irrelevant curriculum for many students. |
| NV | Incorporate culture into school curriculum. |
| NV | Culturally sensitive in-service for teachers (on student level). |
| NV | Expand on multi-cultural class for teachers. |
| NV | Include Indian history in public and college level history classes, Indian people don't get respect. |
| NV | Some schools are providing culturally sensitive programs through the retainment of qualified American Indian personnel, however this example unfortunately appears to be in the minority due to a lack of a commitment and involvement of local communities. |
| OR | A lack of understanding among public school systems regarding culturally sensitive curriculum. |
| OR | A lack of teachers, administrators, and support staff in schools with intercultural competency and literacy. |
| OR | A lack of Native Alaska and Indian professional role models. |
| OR | A lack of adequate and culturally relevant assessment and evaluation. |
| SD | In order to fully maintain the language, bilingual persons particularly elders, must be brought into the classrooms. The language must be integrated in the curriculum and not simply maintained as a separate class. Language classes and integration must begin immediately with early childhood programs and the early elementary grades to be truly effective. Children can then begin receiving language instruction through a program which develops as they progress by age and grade thus insuring that today's Head Start and kindergarten children could receive twelve or more years of language in the school environment. |

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| SD | Parents and grandparents are particularly alarmed that children in urban areas have too few opportunities to experience tribal life and to identify with their tribal nations and cultures. Many youth cannot even name their tribe or where their homelands are. This magnifies already difficult social problems. |
| UT | Indian students for the most part are educated in the public school system. Consequently, they are labeled (remedial, slow learner, passive, etc.). Also, many of the Indian students are scattered throughout the district(s) which results in isolation and a sense of alienation resulting in feelings of low self worth and identity conflicts. |
| UT | Workshops and materials should be developed to educate students, parents, teachers and administrators statewide, on and off reservation. Multicultural approaches of training which include history, language, philosophies, concepts, values, family structure and learning styles must be an integral component of the school curriculum and in-service training. |
| UT | Native American world views are considered to be primitive and nonessential to success in the dominant world. |
| UT | Virtues taught by Native American parents in the home are not promoted in public schools. As a matter of fact, they are taught opposite. |
| UT | Historically, Native Americans have been portrayed by educational systems as being a hindrance to progress, not as contributors to history, math, and literature. |
| UT | Curriculum in elementary through post-secondary educational institutions continues to be mono-cultural with a Euro-centric world view. |
| UT | Schools meant to meet cultural and language needs of all students. |
| UT | Teachers at Reservation and BIA schools are not culturally knowledgeable about Native Americans. |
| UT | Native American students are often placed in special education programs because of language difficulties. |
| UT | Indian history and culture are not an integrated component of the curriculum, grades K-12. |
| UT | Utah colleges of education and teacher certification do not have mandatory multicultural course requirements. |
| UT | Achievement and special education testing is biased and rarely includes tribal culture considerations in the planning and provision of services to Indian students and their families. |
| WA | Insuring relevancy of curriculum to tribal groups of that area of the country. |
| WY | Rich cultural heritage produces a strong value system as a base for students, schools, and communities, to function. These work together striving for common goals. |

## RECOMMENDATIONS

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| AK | Curriculum content and materials must be accurate, complete and include local, state and national contributions of Alaska Native/American Indians. Additional Federal funding should be made available to promote multicultural education appreciation, awareness to develop and enhance a global perspective. |
| AK | Bilingual laws must be amended to strengthen Native language instruction and preservation through the classification process. |
| AK | It was recommended that the indigenous language and culture be required instruction in public education. |

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| AK | Consensus in recommending increased funding for teaching of Native languages. Native language instruction must be equal to and receive recognition and acceptance in the curriculum as other languages in curriculum offerings. Support for Sb.1595, Native Language Enhancement Act from the regional WHCIE required. Support for the State Legislation HB352, relating to a curriculum for Native language education. |
| AK | Create young parent education programs - parents need to learn the language. |
| AK | A curriculum guide needs to be developed to teach the individual languages throughout the state. |
| AK | Local school districts need to support language teaching in the schools. |
| AK | Alternative certification programs for teachers need to be implemented in the Native languages to help start these programs. |
| AK | Early childhood programs in languages need to be implemented. |
| AK | Estimated cost:<br>1. Need to set dollar amount with no competition.<br>2. Examine alternative methods of cost delivery. |
| AK | US Senate Bill #1595 for preservation and enhancement of Alaska Native languages must be supported. |
| AK | School districts are asked by the pre-conference participants to seriously consider the immediate and expanded inclusion of Native elders as invaluable resource persons and partners in the development of curriculum materials for Native students and their Native involvement in implementing appropriate aspects of the curriculum in the classroom with school teachers. Many of our elders will no longer be with us after the next twenty-five years. When they leave, a large portion of our languages and cultures will leave with them. Elders have always played a central role in educating Native children. What they know and what they have to teach belongs in our children's classrooms. |
| AK | The pre-conference participants most strongly recommend that school districts must support the mandate for Native studies and Native languages to be taught in our schools. |
| AK | Relevant university programs which focus on strengthening Native cultures for example, Native languages and history courses are needed as well as courses to help teachers work effectively with Native children relative to social issues such as child abuse, neglect and suicide prevention. The universities need courses that prepare teachers for multi- cultural Alaska Native learning styles and cross cultural communication. Graduate research programs need to focus on issues which will benefit Native people. The conference participants also suggested the creation of tribal colleges within the State of Alaska. |
| AZ | Each tribe should develop appropriate curriculum to ensure cultural relevancy. Admission requirements should be designed so that every child has an opportunity to participate. |
| AZ | Effective methods to educate at an early childhood level include the use of bilingual personnel, continued staff training, use of hands-on activities, ample opportunities for oral language development and the introduction of native language in preschool. State universities should provide an early childhood certification program in rural areas for the convenience of personnel. |

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| AZ | To develop mathematics and higher order cognitive skills while building on children's bilingual and bicultural experiences. |
| AZ | Programs should be developed to involve college students in tutoring and mentoring students in elementary and secondary schools. |
| AZ | Tribally specific early childhood needs for language and social development need to be addressed through development of culturally sensitive, bilingual education curriculum which positively incorporate the cultural lifestyles of Indian children. |
| AZ | Effective bilingual programs must include native language maintenance, respect for diversity and cross-cultural learning opportunities of all students. |
| AZ | Physical education should be mandatory for all students. |
| AZ | Identify and define age-appropriate values for Indian students related to traditional ceremonies marking various stages of physical and mental development and ensure that these values are included in policy development. |
| AZ | Fluency in a Native American language should be fully recognized as a foreign language skill and should qualify as such at any school or college. |
| AZ | Multicultural education should be part of the curriculum for all students. We must not make the mistake of further segregating children by teaching only Indian children about the Indian culture. This must be a universal curriculum for producing understanding and thus cooperation among children of different cultures. |
| AZ | Each school board should decide how extensively history, literature and traditions of Indian nations should be incorporated into the basic curriculum. Multicultural education is good for all students. |
| AZ | Tribes should ensure that children are bilingual, since language is a key to continued survival of Indian cultures. |
| AZ | States should cooperate with tribes to establish tribal government and cultural curricula in schools. |
| AZ | There is a need to orient the teaching staff on how to understand the culture of their students. And most importantly, to understand the factors of motivation and learning styles for Indian children. Likewise, tribes should assume greater responsibilities in orienting new staff members to their culture. |
| AZ | Bilingual education programs should continue to play an important role in our schools. Bilingual education is a means of assisting children who are more fluent in their tribal language than in English to benefit from the school program. |
| AZ | Teachers must be effectively trained in cultural sensitivity to the needs of Indian children and their families, especially in early childhood and primary grades. |
| AZ | Teachers in Indian communities should be required to complete certification programs designed to sensitive them to local needs, culture, values and traditions. These programs should be designed by tribes, but should be equivalent to state certification procedures. |
| AZ | Parents must teach native languages and culture at home to enable the schools to effectively reinforce the learning. |

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| CA | In addition to conventional teaching methodologies, innovations in class instruction and curriculum designs must be considered to accommodate Indian families who reside in rural locations (e.g., credit, life experience, paid and trained home-based Indian tutors who act as tribal liaisons with schools, a mobile van unit providing parenting and language services). |
| CA | Indian parents want their children to do well in the mainstream education system. Indian children must be able to successfully gain quality education to live a quality life. |
| CA | The cultural values and beliefs of Indian tribes must be respected, and emphasized as desirable behaviors to instill self-confidence and self-esteem. |
| CA | The academic term, "competency," must be re-defined in educational institutions to include the value system of American Indians. |
| CA | Indian youths must be prepared for leadership roles. In-school projects should capitalize on Native music, art, language, and sciences, tribal histories and native culture. Tribal youths and others must learn about their contemporaries in governments, tribal leadership roles, actors, authors, politicians, entertainers and their accomplishments. Efforts must be made to recognize Indian people and Indian achievements at national levels. |
| CA | School personnel must be specially trained to become acquainted with the cultures of Indian students they have in order to offer positive educational experiences, to encourage and motivate students to continue their education, and to develop and impart sills necessary to compete and move upward in chosen fields of endeavor. |
| CA | Gifted and Talented Programs must be re-defined to allow better participation from Indian children. Academic achievement is only one measure of gifted and talented people. Indian cultures recognized leadership, spiritual leadership, artistic and traditional leadership as qualities desired in youth and adulthood. |
| CA | In California, neither literacy programs nor educational processes at any level are informed or practice multicultural learning styles and needs of American Indian cultures. |
| CA | In California there are no identifiable funds available for literacy programs for Indian tribes and communities from state sources. With no statistical data, the lamentable status of American Indian literacy is neither confronted nor challenged. |
| CA | There must be funding to develop tribal and urban literacy programs with relevant methodology, curricula and either an Indian staff or staff trained to work with Indian people. |
| CA | Demoralizing U.S. backed literacy policies for American Indians have instilled a distrust and adversity towards Federal and public educational systems which hinders both Indian students and Indian adults from readily participating in learning programs. |
| CA | A minimum two-day individualized Indian workshop of traditional training methods must be employed to help teachers meet the wide range of pupil performances of gifted students. |
| CA | Recognize importance of American Indian language studies. |
| CA | A bridge can be built between modern technology and traditional culture by showing how math and sciences are a vital part of Indian culture. The Math Engineering and Science (MESA) Program now including Indians in California can serve as a model. |

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| CA | Portray American Indians in contemporary settings. |
| CA | Standardized testing is not an indicator of the success of student progress. Use alternatives to standardized testing as indicators of student academic achievement. |
| CA | Integrate American Indian languages into the curriculum to affirm the validity of American Indian culture, and increase motivation for learning. |
| CA | Parents can share responsibility for change by assisting schools to impart cultural uniqueness of American Indians. |
| CA | Schools must utilize positive role models such as making parents a resource in classrooms. |
| CA | A national policy mandating that curriculum be written reflective of culture of local American Indian community. |
| CA | American Indian language should be accepted for college credit as a foreign language requirement. |
| CA | Indian Education, State Departments of Education curriculum frameworks, and School Districts must develop the proper curriculum in order to improve the education of Indian students. To Indian students, it must seem that they, their people and history do not matter or have been forgotten. As a consequence, their world knowledge seems at odds with mainstream curriculum and they have difficulty fitting in. The Indian sense of self-worth is critical for efforts toward academic achievement and is so often deteriorated by early grades. |
| CA | Portray Indian people in ways that educate Indian youth about role models, contribution and history. |
| CA | The curriculum must be developed with input from local Indian tribes/community and be culturally and academically relevant to the group it will serve. Complete and accurate data must be available. |
| CO | A strong effort needs to be made to identify local resource people to assist school districts in teaching language and culture, developing instructional materials, and translating, when needed. |
| CO | At a minimum, public schools need to offer language instruction in the predominate languages represented in the Native student population. Independent studies could be developed for individual students. |
| CO | On-site visitations, exchange programs, and call link-ups with other schools, community colleges, Indian colleges, and urban and reservation schools are particularly important for Colorado's Native students to maintain language acquisition and stimulate interest in traditional cultures. |
| CO | There is a need to use similar linguistic families to reconstruct lost languages. |
| CO | To enable eminent community members and elders to teach language and culture, alternative forms of certification must be developed. This certification should allow both benefits and salary compensation equivalent to that of traditionally certified teachers. |
| CO | Maintenance of tribal cultures is dependent on young people learning to read, write, and speak in their own languages. Although it is easier to provide instruction in Native languages in schools adjacent to reservations, it is equally important for youth in urban schools. It is in this area that elders are extremely important as teachers of language and |

culture, and it is also the area in which teacher certification becomes an issue. Central to this commitment to perpetuate and value Native languages is the need to demand recognition of tribal languages as of equal importance as other languages taught in the schools. The world is truly a global community and any education is inadequate that does not teach respect for one's own language and culture and the language and culture of others. Without a multicultural education, Native students are unequipped to function successfully in their own and the global culture.

CO School programs should offer students the opportunity to frequently interact with strong Native role models and mentors.

CO The school curriculum should teach about the concept of culture and how the majority culture is similar to and different from other cultures in America. All students should learn about and develop respect for a variety of cultures, including Native cultures.

CO Funding should be provided so that community members and elders can develop dictionaries, handbooks, and instructional materials such as audio tapes and computer lessons in Native languages. Funding should also be included for necessary technical assistance.

CO Programs for Native people, adults and children, should be culturally, linguistically, and developmentally appropriate.

CO Focus schools should not separate Native children from other students, but should maintain an emphasis on traditional languages and English.

CO All teachers need to learn how to teach about culture and to integrate multicultural content into core subject areas.

CO The contributions of Native people should be integrated throughout all areas of the curriculum. Curricula and textbook revision is required to present true history and Native American literature, science, and other achievements.

CO Native languages must be accepted as meeting high school graduation requirements and college entrance requirements.

FL That the B.I.A. unequivocally support and fund Indian language instruction throughout the educational process. Responsibility: OIEP, Congress, Tribes and individuals.

IA We recommend that Federal legislation be introduced and enacted to support and expand the impact of the Native American Languages Act. Recommend federal legislation to mandate state design of multi-cultural instruction to include specific instruction in Native American culture and histories, not limited to treaties and languages. The design to include specific ties to teacher certification and monitoring to determine state and district adherence to legislation.

IA Early Childhood Education is underfunded and not recognized in some federal Programs. Title V does not include Pre-school programs. The keys to educational success are good building blocks. These include: good prenatal care, a good homelife and high self-esteem. Legislation and program support needs to address these issues. We need legislation that will promote the traditional tribal concepts of home and family, of the extended family that supports the child.

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| KS | It is well documented that history in schools is inaccurate and biased toward the Eurocentric viewpoint; and it is necessary for Native and non-Native children to obtain an accurate understanding of the Native cultural heritage and contributions; therefore, states and local school districts should be mandated to develop programs to enhance appreciation of Native and non-Native people for Native cultural heritage and contributions. |
| KS | Provision of training to all those people (parents, educators, tribes, communities) to reduce ignorance and misunderstandings of both Native and non-Native culture. |
| KS | That the certification process of all educators (teachers, counselors, administrators, both Native and non-Native) include a reflection of accurate cultural resources and information. |
| MI | School staff need to be respectful of American Indian religions. |
| MI | Michigan Department of Education's State Board Continuing Education Unit programs should include opportunities for teachers to become more sensitive to the needs, culture, traditions and history of American Indian students. |
| MI | Classes and programs need to be developed and implemented to meet the unique needs of the Indian community with BIA and Department of Education financial support. |
| MI | Michigan American Indian students in higher education are often victims of misunderstandings and racial intolerance both intentional and unintentional. Recently, situations have been exacerbated by the use of American Indian symbols as mascots for college athletic teams. |
| MI | Social Service Agency staff need to be respectful of American Indian religions. |
| MI | All state teacher certification language programs must be amended to meet the needs of P.L. 101-477 which allows American Indians fluent in their language to teach in public schools for a public school language program. |
| MI | State core curriculum requirements should require the infusion of Native culture history, language, and traditions be taught in all aspects of the school curriculum. (State P.A. 25 legislation and national emphasis) |
| MI | Legislatively target dollars for implementation. |
| MI | Design and implement training programs in colleges and universities which require teachers to gain knowledge of sensitivity toward and ability to implement programs in the schools. |
| MI | Develop campaigns of awareness about these needs. |
| MI | Bring in Native Americans (including elders) who know the language and culture to assist with curriculum. |
| MI | Implement tribal education codes and actively do them. |
| MI | Legislation requiring LEA's and states to submit plans of implementation and operation to meet this goal. |
| MI | Enhance recruitment of Native American teachers. |
| MI | Title V legislative changes allowing more realistic paperwork requirements for small vs. large grants. |
| MT | The education of American Indians is hampered by the absence of adequate curriculum development centers, alternative delivery systems, e.g., telecommunications and libraries. |

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| MT | The President and Congress must amend or draft legislation to ensure coordination of resources, dissemination of information, and access to those instruction related services. |
| MT | The President and Congress must provide new initiatives to protect, preserve, and promote one of America's most important and precious resources: diversity of its culture and people. They must appropriate funds to implement the Native American Language Act and strengthen the Native American Religious Freedom Act. |
| NC | That all policies should be culturally, linguistically and developmentally appropriate and should: (a) focus on teaching and learning with the students as the customer; (b) focus on improving the quality of education for Indian students, and (c) focus attention on innovation - to look for better ways to enhance learning. |
| NC | As with any other learner, an Indian student is influenced by both heredity and the environment. North Carolina Indians believe, however, that the most important influence would be more positive Indian "role models." To increase Indian role models, major efforts will be needed by all concerned, including, but not limited to, implementing the following recommendations, which are based on the results of the survey and supported by the State Steering Committee in North Carolina. |
| NC | Efforts need to be undertaken at the federal, state and local levels to focus more attention on the different learning styles of students, including Indians, and that more application teaching be encouraged. |
| NC | That Bilingual Education (Title VII) recognize tribal languages in the same context as a "second language" (and that the tribal language be recognized for admission in the colleges and universities in North Carolina). |
| ND | Amend Title V of the Indian Education Act to include provisions for a new title with new appropriations to State Education Agencies (SEA), to address issues of accountability, provide training and technical assistance in the development of appropriate cultural and language programs, and provide teacher in-service education in public schools. |
| ND | Amend the Bilingual Education Act of 1988 (PL 100-297, part 501) to make Bilingual Education Programs for American Indian communities entitlement rather than competitive programs. |
| ND | Through Federal policy cultural literacy be rebuilt, including relearning American Indian languages, with the same level of effort it took to destroy the cultural foundation of American Indians. |
| ND | State agencies, institutions, and individuals are encouraged, where appropriate, to provide an accurate portrayal of American Indian history and culture. |
| ND | NCA standards evaluation of school reflect diversity of faculty and inclusion of cultural curriculum. |
| NM | State and local regulations and mandates must be implemented to ensure the inclusion of local culture, history and language within the curriculum. Schools with predominate Indian student enrollments should be given specific funds to develop curriculum based on local culture, history, and language. |
| NM | Tribal Education Departments, in collaboration with local school administrators, must develop bilingual and bi-cultural programs. |
| NM | Bilingual programs must be specifically defined in terms of first language, and funds applied appropriately. |

NM Conference participants felt strongly that all schools with Indian students should have bilingual and bicultural programs. To effectively institute such programs, the curriculum development process should involve local people, professionals, teachers and others to develop a curriculum based on local needs. It is then essential for staff development and training to be given a priority by the state, tribe and Federal school officials. To ensure continued high standards, it was suggested that all schools seek state or national accreditation.

NM Centers should be established which focus on native language issues; provide technical assistance in developing language assessments; and conduct research on native language programs.

NM There must be improved support for implementation, accountability, and availability of bilingual programs to maximize the outcome and intent of the Native Language Act.

NM The native language must be valued and used within the curriculum and learning environment on a daily basis through teacher-child interactions.

NM Staff training must be provided to program personnel, on an on-going basis, on a professional level in areas of child development theory, teaching methods and learning styles of Indian children. College level training, in addition to the Child Development Associate training, should be available.

NM Participants stressed the importance of enhancing the basic curriculum through the inclusion of local culture, history and language and that Native American parents and tribal leaders assist in the development of these curricula.

NM Post secondary institutions must accept native languages as substitutes for foreign languages requirements and recognized English as a second language for native speakers.

NM Teachers who teach Native American students in the schools must enroll in culturally appropriate courses and training at the college level.

NM A study must be conducted to determine the traits of effective teachers of Native American students. The study must also determine the most effective instructional strategies and methods as well as identifying the learning styles of Native American students.

NN Parents and elders must be turned to as a resource. Elders must be able to be teachers both to students and to educational staff. They are repositories of expertise and understanding of Navajo traditions and values. They are a resource that must be taken in to the schools, and used to broaden the educational base of both students and staff. Again, funding requirements must be supportive of such a use of community people, or must be changed to become supportive.

NN The Navajo Nation needs to identify the core competencies, inservice experiences and cultural awareness training required of all teachers of Navajo children and require that all teachers certified to teach Navajo children obtain such competencies and training. Every Indian nation needs to be able to establish such requirements.

NN The Navajo Nation needs to develop a Navajo language curriculum for all schools in the Navajo Nation or with a significant number of Navajo students and to require that such a curriculum be offered. This goal requires that the Navajo Nation enjoy a Department of Education status comparable to state education agencies in the establishment of standards and curriculum requirements. It parallels the goal of Navajo social studies development identified in the previous category.

NN Means must be found to support the development of oral history projects to preserve Native American cultural traditions and materials. Such efforts should be undertaken through intergenerational learning projects. The results of oral history preservation should be used to develop educational materials for Native American young people.

NN The Navajo language must be recognized by the colleges and universities of the 4-Corners area and throughout the United States where any college or university receives federal funds as meeting the competency requirement in a foreign language required by many college degree programs and graduate programs. The Navajo Nation should be relied upon to test competency in Navajo language under this proposal.

NN At the core of much Navajo dissatisfaction with the current governance structure of schools educating Navajo children is that the Navajo Nation has not been able to integrate instructions in Navajo language, history, government and cultural traditions into the basic curriculum of publicly funded schools in the Navajo Nation. Despite the adoption of Navajo educ-tion policies calling for the inclusion of such Navajo specific course areas, few schools have even attempted such offerings.

NN The Navajo Nation considers education the key to cultural continuity or the path to cultural dissolution. Studies in Navajo language, social studies and cultural studies MUST be included as part of the basic educational program of all Navajo children if the Navajo People are to persist as a distinct people. This is a survival issue for the Navajo Nation. It belongs at the heart of educational programs for Navajo children - not relegated to an optional, supplemental, hit or miss "Indian culture" category in a school setting unreceptive to Navajo course content.

NN Literacy for Navajo students should be defined as literacy in both English and Navajo. This is only consistent with the role of the Navajo language in Navajo society. Students seeking academic financial assistance from the Navajo Nation should be required to demonstrate competence or take at least one semester of coursework in the Navajo language. Basic skills competencies in Navajo languages and Navajo social studies should be incorporated into the grade level competencies in all publicly funded schools in the Navajo Nation.

NV Funding to assist with the development of cultural curriculum and then to staff those programs. Staff development and training.

NV Coordinate with already existing school programs (such as ESL) and then have those programs geared to the Native American population. (Indian languages). Mandate that ESL programs in areas of need incorporate language and classes geared toward the Native American culture.

NV Coordinate with Senior Citizens programs in their areas.

NV Funding to hire professionals to write the curriculum.

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| NV | Coordinate with state departments of education, local school districts and universities. More funding through the JOM programs. Funding for continuation of curriculum. Tribal commitment and involvement. |
| NV | Development of Native American curriculum in language and history. Offer such through community colleges. |
| OK | The public school system needs to understand more about Indian learning style. |
| OK | Native American languages need to be taught in the public schools as are Spanish, French, German, etc. |
| OK | Include more about tribal cultures in the curriculum. |
| OK | Zero in on the language once they are past the third grade. |
| OK | Consider stricter requirements for counseling degrees (internships, more classes specific to Indian learning styles and social development). At least require an orientation to multi-cultural or Indian emphasis. |
| OK | Educate Anglo students about Indians through heritage days and or habits. |
| OK | Encourage colleges to offer courses on Indian languages and count them towards credit for "foreign language" courses. |
| OK | Any policy developed must maintain tribal sovereignty. |
| OR | Culturally sensitive and appropriate methods of assessment and evaluation which accurately reflect the holistic learning styles of Native American Indian and Alaska Native students will be administered to identify and provide educational support services to those students who are gifted, talented, and created. |
| OR | Approximately 50% of the conferees indicated that Goals #2 and #9 should remain more a local responsibility. The comments provided by those who supported this thesis focused on their belief that families, tribal communities and tribal education programs should have initial respon- sibility for providing the cultural specific foundations necessary to succeed in school and reach their full potential as adults. (i.e., language, values, customs, traditions, spiritual foundation) |
| OR | Change the Bilingual Education Act to allow the teaching of tribal languages. |
| OR | Accept tribal languages as viable languages to be used in the same context as foreign languages. |
| SD | All teacher training programs include curricula on tribal homeland history, maintenance, use and development particularly stressing a tribal homeland ethic. |
| SD | Curricula which teaches land history, use and decision making models be integrated at all grade and age levels. |
| SD | Develop teams of elders and other bilingual persons who through paid or volunteer services can spend time in the classroom integrating language into teaching and curriculum. |
| SD | Develop language curricula specific to the dialect, the community/reservation and the demographics of the learner. Tribal colleges and tribal contract schools can take the lead on this. |
| SD | Develop special staff and teacher training programs which mandate faculty/teachers, boards and other employees to receive language training. |

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| SD | Develop special strategies for language programs in urban schools serving Indian children to insure language preservation and use in the face of limited necessity on the part of predominantly white urban schools. |
| SD | Tribal Councils should declare a right to language preservation and maintenance and mandate its use in tribal operations. |
| SD | Tribal values which include tiyospaye (extended family), respect, etc. are practiced in the schools and ways to teach and honor these values are discovered and promoted by Indian educators. |
| SD | These values are integrated in the maintenance of the tribal homeland ethic and language preservation strategies. |
| SD | Elders and traditional people are provided opportunities for pay or as volunteers to join teachers and other educators in the classroom working with children, modelling tribal values and teaching tribal ways. |
| SD | Develop curricula that fosters and honors traditional leadership and appropriate contemporary leadership. |
| SD | Tribes, states and educational institutions develop philosophies of education which recognize the importance of diversity and pluralism in our schools and our lives. |
| SD | Current curriculum development projects and programs such as the Integrated Studies Committee of the South Dakota Education Association/National Education Association, of schools such as Takini School, Tiospa Zina, White River School District and Todd County School District be strengthened and disseminated. |
| SD | In addition, Head Start teachers recommended that the CDA process include Indian cultural specialty areas (as is done for the Spanish culture) in recognition of tribal cultures. |
| SD | To implement multidisciplinary and multiple strategies for adult education and community education services. |
| SD | Design a bilingual program and hire a bilingual teacher for the Sioux Falls and Springfield prison facilities. |
| SD | Allocate adequate funding to the Minority Languages Act and allow priorities to be set by tribes as to their language needs. |
| TX | It would be advantageous to change the Bilingual Education Act to allow the teaching of tribal languages where possible. We would recommend that all school systems allow students to substitute tribal language study programs in lieu of foreign language course requirements. |
| TX | We recommend that both tribal culture and its languages be promoted in those areas where the language is used extensively. We also recommend that special extracurricular activities promoting tribal culture and languages be established for Indian children in urban settings who are cut off from association with their tribes. There should be funding made available to promote tribal languages. There also should be a national effort to identify, document and preserve American Indian languages, which should be available through tribal-approved resources for educational purposes. |

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| TX | Racism against Indians is a problem that interferes with the educational opportunities available to Indians at all educational levels. Education of non-Indians on the customs and social structures of Indian culture would significantly reduce inferior attitudes imposed upon both young and old Indians. The lack of education on Indian culture that causes the racism that inhibits an Indian's education, can be alleviated by a strong presence of general public education on Indian culture, family interaction and inherent internal tribal affiliation. The many positive contributions of individual Indians and tribes should be brought to the public's attention. Implementation of these goals should be made immediately through creation of an appropriate office and the allocation of sufficient funds. |
| UT | Lack of an articulated core Indian studies curriculum for grades K-12. |
| UT | Schools have continued in espousing rigid Euro-American history which has greatly contributed to the Indians loss of tribal identity, fragmentation of the family, inability to make cross-cultural transition as well as loss of tribal identity. |
| UT | Integration of a core Indian studies curriculum replete with teacher preparation, standards and objectives, curriculum materials and enrichment activities which strengthen Indian student self-worth and academic performance. |
| UT | Education certification requirements should be adjusted and funds be made available for tribal elders/individuals to be brought into the classroom as recognized instructors receiving renumeration to teach language, tribal culture and teacher training. |
| UT | Greater utilization of public relations to promote a positive image of Native Americans and to educate the larger non-Indian population as to the diversity, direction, and activities of the Native American communities. |
| UT | Educators must tap into Native American organizations for resources and advice. |
| UT | Multicultural education philosophy must be infused into the curriculum at all levels. The history, impact and contributions of American Indians must be included. |
| UT | Require more multicultural or bilingual courses in all levels of education. |
| UT | Set a required competence level in teaching culturally different children for all recipients of a teaching certificate. |
| UT | Native American students should be taught using appropriate strategies i.e. cooperative learning for their learning styles. |
| UT | Require staff development which focuses on relevant teaching and learning strategies. |
| UT | Education of school personnel about Native American contributions to America. |
| UT | Development and implementation of a "Core Indian History and Culture" curriculum which is articulated throughout all grade levels (K-12) which reflect past, present, and future contributions of American Indian people in the development of the USA. |

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| UT | In the State of Utah, a "Core Indian Studies" curriculum was initiated with one-half already in place in the public schools. The curriculum title "Conquest of Indian America" needs to be completed and formerly adopted by the Utah State Board of Education for implementation. USOE budget allocation needs to be made for continued Indian history and culture curriculum development. A component would be to develop an audio/video film library. Also include teacher training. |
| UT | The USOE teacher certification office, colleges of education and Indian educators to form a standing multicultural standards and course content committee. The committee to develop, implement, adjust and monitor the standards and courses required. Such course to be mandatory for teacher certification. A suggested minimum of nine credit hours for Indian education courses. |
| UT | Rigid academic and special education tests must deviate to include cultural differences in the testing and placement of Indian students. |
| UT | Experience with tribal languages, culture and traditions ought to be worth graduate credit. Cultural traditions need to be recognized as viable and need to be rewarded. |
| WA | Title VII should be amended to allow the teaching of Indian languages as a legitimate course of study. |
| WA | There needs to be careful consideration of what "multicultural education" is. There is a concern that people teaching multicultural education may have a hidden agenda that deliberately proposes concepts that are the exact opposite of what Indian people believe (i.e., the land bridge theory). |
| WA | The state laws should require Indian culture and languages as legitimate courses for public schools. The graduation requirements could include these courses. These courses would be taught by Indian professionals. |
| WA | Reflect multicultural diversity (intertribal). |
| WI | Bi-lingual and bi-cultural education must be a priority in BIA schools, with efforts to continue Tribal sovereignty and traditions being rewarded, much like the effective schools movement and movement and funding. |
| WI | Indian history should be required to be offered as an elective for Indian and non-Indian students. |
| WI | Provide that, as a state educational goal, and expectation, every school board would be required to provide an instructional program designed to pupils at all grade levels an understanding of human relations, particularly with regard to Black, Hispanics and Native Americans. |
| WI | American Indian children should have the option of studying their native language to fulfill language requirements. |
| WY | Positive steps that have been taken include: schools starting to integrate culture into the classrooms. |
| WY | Weaknesses include: only few non-Indian teachers working in Indian schools are interested in learning Indian culture; not enough Native American teachers; too much emphasis on sporting activities -- rather than on academics. |
| WY | Obstacles in language development in schools include funding, establishing assessment procedures, a lack of school board's policy setting it in curriculum and obtaining parental approval. |

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| WY | For the Wind River Reservation, a small percentage of Indian youth understand the culture and traditions and a smaller percentage of those speak their Native language. |
| WY | Indian children are faced with having to grow up in two different worlds, often leading to identity crises. Some children deal with it constructively while others may choose not to deal with it and escape by using drugs. |
| WY | Language and cultural education need ongoing support. These programs help students develop a strong sense of identity and to allow the community more input into their children's education. |
| WY | Cultural and language requirements for teachers should include all teachers are required to take language and cultural classes before teaching predominantly American Indian student populations, and that they study the languages and cultures of the students they will teach. |
| WY | The curriculum at all levels should include true and accurate Indian history at public schools. This should be taught as part of Wyoming history, U.S. history, and government classes. By doing so some misunderstandings and wrongful assumptions on non-Indian parts could be cleared up. Also this would make it so that teachers teaching courses in Indian history would have to have taken courses in Indian history in their college to be certified. This in turn would require that true and accurate Indian history be taught in institutions of higher learning. The history should be taught in the context of the U.S. and Wyoming history because Indian history is a part of it. It does not exist outside the present United States. People must be taught and understand the history of societies of the Native American past, Native American contributions of today and yesterday. This can not be an elective or separate course. |
| MN | Parents need support to more effectively relate to schools and staff (improved communication). |
| MN | That a culturally-based curriculum include language, values, traditions, sovereignty, spirituality, culutural expression and environmental concerns of the Indian populations of the regions and of the Americas. |
| MN | That a culturally-based curriculum be integrated into the standard curriculum areas such as mathematics, science, language, social studies, the arts, and activities. |
| MN | That a culturally-based curriculum in the areas of higher education institutions be held accountable to the people being trained. |
| MN | Recommend appropriations for continuing support for development of culturally-based curriculum. |
| MN | Support a national clearinghouse and/or database for culturally-based curriculum. |
| MN | That Federal education support be tied to adoption of culturally-based curriculum at the state and local level as part of educational outcomes required of all students. |
| MN | Culturally-Related Academic Needs: American Indian language, history and culture curriculum should not have to be tied to Eurocentric academic areas in order to be recognized and funded. Tribes and parent committees should define culturally-related academic needs. |
| MN | We support the importance of sequential learning continuum of Indian people. |
| MN | Culturally relevant curriculum must be integrated into the regular classroom. |

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| MN | Textbooks used in classrooms must be culturally relevant, accurate, pertinent. |
| MN | Make testing more culturally relevant. |
| MN | Alternative forms of testing. |
| MN | Develop tests in a multitude of languages and cultural settings (maybe not possible). |
| MN | Institutionalization of all American Indian support programs through adequate funding for more American Indian support staff, faculty and administrative persons. |
| MN | Federal government support the development of relevant Native language and culture curriculum at the tribal, LEA (Local Educational Agencies), and SEA (State Educational Agencies) level:<br>a. Contributions of financial resources<br>b. Contributions of curriculum experts training teachers and tribal members at LEA and SEA level<br>c. Development of an American Indian language curriculum dissemination center. |
| MN | Federal government mandates that schools hire certified American Indian teachers equal to or above the percentage of American Indian students within schools. |
| MN | The passage of the Native American Language Act of 1990 recognizes the importance of native languages by the Federal Government. The Federal Government therefore should support the inclusion of language and culture in the schools American Indian students attend, providing language and culture the same status as all curriculum taught within these schools, and that all students receive instruction in the language and culture of that region. |
| MN | Language immersion programs in Native American language, similar to those widely offered in French in Canada, and in Spanish, French, German, and Russion within the U.S., should be created. |
| MN | Culturally sensitive staff and curriculum is needed. |
| MN | Indian mentorship programs and (role modeling) cultural identity. |
| MN | Student drop-out policies not to include Indian education. |
| MN | Promote and strengthen our cultural identities by initiating Indian mentorship programs and positive role modeling. |
| MN | Indian education sponsored activities need to be incorporated as a legitimate school credit. |
| MN | Mandatory excused absences for Indian education sponsored activities should be given. |

## GOAL 3
## LITERACY

By the year 2000 all Native children in school will be literate in the language skills appropriate for their individual levels of development. They will be competent in their English oral, reading, listening, and writing skills.

## CONCERNS

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| AK | Mistaken assumption - English only. |
| AK | Low teacher expectation of children's reading skills. |
| AK | Lack of recognition of diverse learning styles among students. |
| AK | Inadequate reading programs throughout the state. |
| MI | Lack of parental and community support |
| MI | Lack of qualified, unbiased, culturally sensitive teachers. |
| MI | Substance abuse, poverty and family problems. |
| MI | Lack of student motivation. |
| MI | Students needing special educational considerations. |
| MI | Class sizes not encouraging individualized instruction. |
| MI | Required use of biased standardized test |
| OR | Lack of readiness skills and adult literacy. |
| UT | Students who are academically underprepared for college become frustrated and tend to drop out rather than seek help. Many colleges don't have comprehensive programs which identify and assist the underprepared student early in his/her program. |

## RECOMMENDATIONS

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| AK | An adequate state reading program needs to be implemented. |
| AK | Curriculum needs to be relevant and meaningful. |
| AK | Home environment needs to have reading literature available. |
| AK | Parents need to be involved in their children's reading programs. |
| AK | Adult literacy programs need to be implemented. |
| AK | Estimated cost:<br>1. Increase educational funding for reading programs.<br>2. Implement adult literacy programs available to parents. |
| AZ | Literacy should be a national, state and tribal goal for all students, however, the goal, as stated, may not be comprehensive enough. |
| Az | As Native Americans, should there be satisfaction with this goal of literacy as it Is stated, or should the goal be redefined and expanded to encompass fluency and literacy in both the appropriate Native American language and English. In the same sense that the national goals call for Native American students to be better than any others, why shouldn't we ask our students to be better, particularly in the area of developing multiple language skills? Recognizing the fact that some tribal languages are not "written" languages in the commonly understood sense, that some tribes are very concerned about the use, and possible abuse, of their language in schools, and there Is limited literature even In the written languages, it would seem we are setting idealistic goals. |
| MI | Budget amounts dedicated to this problem. |

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| MI | Community meetings to encourage parental involvement, parent programs. |
| MI | Closer monitoring of students. |
| MI | Tutoring available for students as needed. |
| MI | Culturally relevant and accurate curriculum development |
| MI | Improve teacher training to assure cultural awareness and sensitivity. |
| MI | Coordination of social service agency efforts with educational programs. |
| MI | Enforcement of existing legislation. |
| NC | The least support for a survey question was on the issue of whether Indian students should gain competency in at least one foreign language". Ten percent of the respondents agreed it was "somewhat important" or "not important". Indians in North Carolina tended to believe that tribal languages should be recognized as a "second language" as are other non-English languages. |
| NN | The curriculum of all students must stress more expository writing skill development and critical thinking skills. Students must be given the opportunity to take advanced studies in mathematics and sciences. The curriculum must also include in the basic programs citizenship building knowledge and skills for Navajo young people. This would include coursework In Navajo history, Navajo government studies and Navajo values education. |
| NN | A much greater emphasis must be placed on reading both in the school and in community programs surrounding the schools such as community centers. Youth leadership programs, programs for youth at risk and other community resource programs should be developed under. |
| NN | A Native American Literacy Council should be developed and funded to coordinate literacy services to Native Americans. Such a council should coordinate with libraries and with state and local literacy organizations to provide Intergenerational, workplace and other broadbased literacy services. Additional LSCA Title I and Title VII funds should be made available for this purpose. |
| NN | The Community Services Act which contains provisions for the Administration for Native Americans could and should be amended to meet community literacy goals and intergenerational learning goals. With appropriate amendments, the act could be utilized for family literacy projects at the community level, family based prevention activities coordination of day care programs, foster grand parent programs, health services programs and adult education programs. |
| NN | Literacy for Navajo students should be defined as literacy in both English and Navajo. |
| NN | The Navajo Department of Education could coordinate adult literacy education and community education with school programs and resources. The disparate jurisdictions governing education in the Navajo Nation now result in waste of many education resources. Schools lie empty evenings, weekends, and summers while community programs go unhoused because of lack of separate facilities for adult education, for community building neighborhood projects, etc. |
| NV | Increased money for tutorial - counselors through JOM and Title V program. |
| NV | Professional and trained tutorial community based -programs. |
| NV | Funding for pilot programs. |

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| NV | Coordination with community colleges/universities to provide peer training (High school to elementary students). |
| NV | Work with local schools and private sector to access computers. Funding for libraries and learning centers (library grants). |
| NV | Reactivate the "book mobile" for rural areas. |
| OR | With the exception of Goals #2 and 9, 95% of the Conferees believed that each of the goals should be established as national, state and local goals. |
| WA | Could establish literacy councils in Native American communities. |
| WA | Continue ABIE/GED literacy programs in Native American communities. |
| MN | There is a need for research into the too often bleak outcomes of students, including analysis of test bias and cultural bias, and the lack of Native professionals in the testing field. In addition, they posed the question: is this test situation at the root of the high dropout rate, the many Native students placed into special education and remedial classes? |
| MN | That a culturally-based curriculum be integrated into the standard curriculum areas such as mathematics, science, language, social studies, the arts, and activities. |

# GOAL 4

## STUDENT ACADEMIC ACHIEVEMENT

By the year 2000 every Native student will demonstrate mastery of English, mathematics, science, history, geography, and other challenging academic skills necessary for an educated citizenry.

## CONCERNS

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| AK | Low expectations of school administration and personnel in the teaching of Native students. |
| AK | Lack of school district understanding of Native cultures. |
| AK | Social promotions in grades K-12. |
| AK | Native people have little or no control in public schools which enroll Native students. |
| AK | Low student self-esteem. |
| AL | Sensitize the community to the waste that is caused by the failure to nurture mathematics and science understanding. |
| AL | Insufficient funding, parental apathy, inadequate teacher training, high teacher-pupil rations, limited instructional space, materials and technology are obstacles to helping Indian students develop basic academic skills. |
| AL | Provide federal funding for mathematic and science education programs. |
| AL | By the year 2000, appropriate mathematics and science education programs will be available to all Indian students. |
| AL | By the year 2000, every Native American student will demonstrate mastery of English, mathematics, science, history, geography, and other challenging academic skills necessary for an educated citizenry. |
| CO | Funding must be available to provide staff for coordination, advocacy, program development, resource utilization, and grant writing. |
| CO | Alternative forms of assessment should be developed so that students can measure their performance and their progress. Standardized tests are inappropriate foremost assessment purposes and frequently threatening to many students. |
| CO | Teachers should be committed to the belief that all children can learn and hold high expectations for Native children. |
| CO | In planning for effective instruction, teachers need to be aware of students' level of prior achievement, learning style, and linguistic ability. |
| CO | Native students need to be actively engaged in rigorous academic programs. To this end, it is critical to implement the best of what is currently known about teaching and learning and to demand appropriate research on the learning needs and styles of Native students. Better evaluation of educational programs and planned dissemination of successful strategies and programs are crucial to the achievement of excellence. New curriculum should be developed, particularly for the variety of tribal groups in urban schools. Fragmentation of research agendas and poor methods of evaluation and dissemination result in unseen and slow progress in the improvement of curriculum and instruction. Native people can no longer tolerate lack of focus and organization in our efforts to improve academic achievement. |

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| FL | The academic, emotional, cultural and social needs of our Native American children are not being met through the school system. |
| FL | Indian students are not receiving the educational preparation they need for life in the 21st century. |
| MI | Lack of role models. |
| MI | Lack of qualified, unbiased, culturally sensitive and knowledgeable teachers. |
| MI | Lack of equity in district to district funding. |
| MI | Lack of parental involvement. |
| MI | The cycle of generational dysfunctionalism. |
| MI | Lack of good communication between school and parents. |
| MI | General apathy among parents and students. |
| MI | Use of culturally biased standardized testing. |
| NV | Lack of academic resources within education system to bring students to grade level. |
| UT | Students who are academically underprepared for college become frustrated and tend to dropout rather than seek help. Many colleges don't have comprehensive programs which identify and assist the under prepared student early in his/her program. |
| WI | American Indian students in the urban public schools are not being well prepared in reading, math or science. |

## RECOMMENDATIONS

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| AK | Develop programs that promote student self-esteem. |
| AK | Technical assistance needed at school board level to evaluate programs implemented. |
| AK | Goals need to be developed to raise teacher/administration expectations of students. |
| AK | Teaching practices of Native Indian needs to be evaluated. |
| AZ | Develop mathematics and higher order cognitive skills while building on children's bilingual and bicultural experiences. |
| AZ | Schools should ensure that students attain competency in math and science within a cultural context that promotes respect for tribal cultures. |
| AZ | Student academic achievement should be a national, state and local goal for all students, but it will be realized only if Goal # 9 is effectively accomplished. |
| CA | A bridge can be built between modern technology and traditional culture by showing how math and sciences are a vital part of Indian culture. The Math, Engineering and Science (MESA) Program now including Indians in California can serve as a model. |
| CA | By the year 2000, all American Indian students will demonstrate mastery in English, mathematics, science, geography, and other challenging academic skills necessary for an educated citizenry. |
| CA | Incorporate the unique contributions of American Indians in science and math to the curriculum, preschool through college. |

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| CA | Provide incentives for private industry and foreign trade allowances to support the Indian math/science programs (i.e., MESA, Success Through Collaboration, etc.). |
| CA | Provide funding for training and involvement of parents and show how science and math are part of everyday life. |
| CA | Provide support for Distance Learning Programs so Indians in remote locations can participate in a full range of educational opportunities utilizing the latest and best technology. |
| CA | Recognize importance of American Indian language studies. |
| CA | Fund projects on multiyear basis to ensure continuity of programs. |
| FL | That Indian students acquire, or have the opportunity to acquire, all knowledge deemed necessary to participate in the world community as informed, intelligent citizens. Examples would include languages other than English (e.g., Spanish), international economics, world systems, new technology, etc. Responsibility: parents, tribes, local, state and federal governments. |
| MI | (Federal, state and local groups must) Accept the idea that students can learn at high levels under the right conditions of teaching and learning. All groups must work toward raising the mean achievement and reducing the student achievement variance. |
| MI | Begin the process of parental involvement at preschool level. |
| MI | Regular monitoring of instructors/teachers to assure appropriate Indian student outcomes. |
| MI | Strengthen school/community communication. |
| MI | Legislation to assure adequate funding. |
| MI | Design appropriate teacher training programs that all teachers are required to take. |
| MI | Develop a plan of action to address student, parent and community apathy. |
| MI | In-service students and teachers on teaching and learning styles. |
| MI | Coordination of social service agencies with educational programs to address basic needs of students and families. |
| MI | Classroom environments which allow for individualization, learning disabled identification. |
| MI | Equity in district to district funding. |
| MI | Parenting classes. |
| MI | Holistic approach to the learning process. |
| ND | Full implementation of PL 100-297 for all BIA funded schools; and full implementation of the National Literacy Act (Public Law 102-73) with specific provisions to address the literacy needs of American Indian adults. |
| NE | Commission a study on Indian student mobility and its effects on student achievement. |
| NM | More literacy tutoring programs must be made available on-reservation for qualified Native Americans. |
| NM | Federal funding should be made available directly to tribes for literacy programs (by-passing national and state literacy programs through which most literacy funds are now channeled). |

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| NN | The Navajo Nation considers education the key to cultural continuity or the path to cultural dissolution. Studies in Navajo language, social studies and cultural studies MUST be included as part of the basic educational program of all Navajo children if the Navajo People are to persist as a distinct people. This is a survival issue for the Navajo Nation. It belongs at the heart of educational programs for Navajo children - not relegated to an optional, supplemental, hit or miss "Indian culture" category in a school setting unreceptive to Navajo course content. |
| NN | Conferees want Navajo schools to stress more academic content and not to allow students (particularly in upper grades ) so many electives which may be filled by non-academic courses. The curriculum of all students must stress more expository writing skill development and critical thinking skills. Students must be given the opportunity to take advanced studies in mathematics and sciences. The curriculum must also include in the basic programs citizenship building knowledge and skills for Navajo young people. This would include coursework in Navajo history, Navajo government studies and Navajo values education. |
| NV | Increased funding for JOM and Title V programs. |
| NV | Incorporate "MESA" science programs. |
| NV | Develop mentor programs. |
| NV | Mandate higher standards for individual students (individual educational plans for each student). |
| OR | With the exception of Goals # 2 and 9, 95% of the Conferees believed that each of the goals should be established as national, state and local goals. |
| TX | Every child has their own individual level of language skill development, but it is imperative that all children of school age be literate in a predominant language and able to communicate effectively with their fellow students, teachers, parents and others. This should be a local, state, and national goal. |
| UT | Academic program strategies must be developed, implemented and monitored to retain Indian students not only in school but to enhance their academic performance. |
| UT | The Utah State Office of Education, local school districts, Indian tribes, and Indian educators must develop and implement a plan of program services which target retention and academic performance of Indian students. Such program services must be an integral component of the Indian students academic curriculum which includes the home and support staff. Such program process to directly train and assign LEA school staff (i.e., counselors, teachers, office clerks, parents, etc.) to track/maintain academic competency of individual Indian students. This process can directly involve participation of the PTA and parent volunteerism. |
| WA | Study successful program models and implement/integrate them. |
| WA | Development of appropriate curriculum and training. |
| WA | Community planning. |
| WA | Family support centers |
| WY | There is a need for greater achievement in math and science. There is a definite need right now and in the future for Indian students who are trained in the "hard" sciences. |

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| MN | That a culturally-based curriculum be integrated into the standard curriculum areas such as mathematics, science, language, social studies, the arts and activities. | |

## GOAL 5

## HIGH SCHOOL GRADUATION

By the year 2000 all Native students capable of completing high school will graduate. They will demonstrate civic, social, creative, and critical thinking skills necessary for ethical, moral, and responsible citizenship and important in modern tribal, national and world societies.

## CONCERNS

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| AK | Low student esteem, lack of self-worth. |
| AK | Elected officials need to be held accountable. |
| AK | Lack of parent involvement in the school system. |
| AK | High dropout rate in urban areas. |
| AK | Lack of economical avenues to choose from. |
| CA | Using incomplete data available, American Indian students are exceeding the national drop-out rates. California has no known means for acquiring retention data for American Indian students. |
| FL | The academic, emotional, cultural and social needs of our Native American children are not being met through the school system. Nationally, Native American students consistently score lower as a group on standardized tests; have a much higher than average drop out rate; and generally fall below the norm in all measures of academic success. In addition, schools fail to identify the developmental problems of Native American students and provide little opportunity for Native American parental involvement and participation into school curriculum and programs. School systems, including teachers, display a gross lack of sensitivity to Native American cultures and customs. |
| FL | Lack of preparation for and success in college on the part of the Native American students: Native American students generally do not succeed in college at the same rate as majority students. A lack of academic and social preparation is perceived to be one of the chief causes. |
| FL | Indian students are not receiving the educational preparation they need for life in the 21st century. |
| ID | Why do some Indian children do so poorly in schools? These students lack the drive, the vision, and the ingredient for success. Why? We understand that hard work and determinism are the essential agents in any successful program. We believe that the Federal government's role is to foster or to encourage that Indian children have adequate preparation to enter the workplace as capable citizens. How can they enter the workforce when many of our students do poorly in their schoolwork? There is an alarming dropout rate among our Indian tribes. Are we programming our students for defeat before the battle begins? Sometimes, their mentality keeps telling them, "Why try?" There will always be some program out there to pick them up. These defeatist attitudes prevent any of our young people from facing reality. |
| KS | The inaccuracy (in elementary education curriculum) leads to low self-esteem in Native American children. |
| MI | Creative and critical thinking skills not currently being taught routinely. |
| MI | Lack of parent/student/teacher understanding of cultural, treaty rights, and governmental processes. |
| MI | Teen pregnancy, suicide and poverty. |

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| MI | Lack of role models. |
| MI | Parents have not succeeded in high school. |
| MI | High Native student dropout rate. |
| MI | Need to define "ethical, moral, responsible citizenship." |
| MI | Uncaring legislative body would stop or curtail realizing goals. |
| MI | Lack of cooperation and parental involvement. |
| MI | Lack of funding. |
| MI | Lack of qualified teachers who are able to effectively teach and model goal. |
| MI | Lack of student motivation. |
| MI | Lack of self-esteem. |
| MI | High incidence of substance abuse/generations of dysfunction. |
| MI | Institutional racism. |
| MI | Apathy in non-native and native community. |
| MI | Lack of community view on the importance of an education. |
| MI | Lack of special programming to keep children in school. |
| NC | Obstacles in achieving the National Education Goals for Indian students were identified as: failure by schools in identifying all "at-risk" Indian students; not having enough funding to achieve the goals; health problems; family illiteracy; unemployment of parents, summed up as Indians in poverty; the need to train all teachers about Indian students; lack of adequate counseling; lack of parental involvement; and irrelevant curriculum for many students. |
| NV | Low high school graduation rate. |
| NV | Lack of incentive for students to complete and continue education. |
| NV | High school drop outs not entering alternative education programs. |
| OR | Educational tracking systems with disproportionate numbers of Indian and Alaska Native students. |
| OR | Drop-out rates of students at K-12 and post-secondary levels. |
| OR | Lack of research and data relative to grades, drop-outs, teacher retention, etc. |
| OR | Culture conflict and resolution incident to ethics, values, mores, educational expectations, etc. |
| OR | Lack of self-esteem by students. |
| OR | Need for strategies to deal with low attendance concerns. |
| SD | Parents and grandparents are particularly alarmed that children in urban areas have too few opportunities to experience tribal life and to identify with their tribal nations and cultures. Many youth cannot even name their tribe or where their homelands are. This magnifies already difficult social problems. |
| TX | The latest statistics available from the Texas Education Association (TEA) show that there were 6,207 American Indians enrolled in the state's public schools during the 1990-91 school year. More than one-fifth of those students (1,329) have been identified as being "at-risk" and more than one-third (2,294) are from families with economic difficulties. |

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| TX | Of course, it is well documented that the American Indians' high dropout rate has a devastating effect on their future. Often ensuring a lifetime of poverty and resulting poor health, the Native American unemployment rate traditionally stands at about 18 percent, which is about twice as high as that of all other races according to the U.S. Department of Health (1989). |
| UT | Native American students fall behind and few finish the school year. |
| UT | Preconceived notions that Native American students belong in special education classes. |
| UT | The standards to grade/judge students in all grade levels are set too low. The myth exists that American Indian students are not as intelligent, capable or competent as their Anglo peers; therefore, the standards and expectations for American Indian students are lowered. Lower expectations equal lowered levels of achievement, knowledge and success. |
| WA | Apathy as a result of learned helplessness (i.e., lack of parental involvement). Victim mentality. Multigenerational trauma of boarding schools). |
| WA | Transition from all Indian K-8 to public schools dominated by non-Indians is one of the places where students drop out. Students feel threatened. |
| WI | Many students entering the post secondary schools did not graduate from high school. |
| WI | Indian children are not receiving the positive attitude that promotes learning. Enhancing the self concept of Indian students is essential to the effective education of American Indian students. |
| WI | Almost 30% of Wisconsin Indians in 1980, ages 16-21, left high school before graduation. This proportion is three times greater than that of the state's total population in this age group. |
| WI | Major obstacles to educational achievement include: lack of family support or dysfunctional family environment; lack of proper parent involvement; low quality of education; no role models; lack of special teachers and counselors for Indians; lack of community support. |
| WY | Indian education points toward learning as a priority for personal success and to achieve happier lifestyles. |
| WY | Schools in Indian country are improving their mission and curriculum to meet the needs of individual students for successful, healthy lives. |
| WY | TRIO programs (Educational Talent Search, Upward Bound, Student Support Services) help Indian students make well informed, clearly thought out and prepared decisions for post-secondary schooling. |
| MN | Indian student leadership. |
| MN | Unprepared for college. |
| MN | Absenteeism. |
| MN | Parents own negative experience with the educational system inhibits involvement with children's schooling. |
| MN | Parental involvement would focus on positive goals and should not let issues of grievance interfere. |
| MN | Cultural-biased testing (SRA, ACT, LSAT, college admission tests). |

## RECOMMENDATIONS

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| AK | Qualified Native educators must be given a change to prove themselves. |
| AK | Students should read and write at grade level. |
| AK | Long term goals should be established and avenues of how they will be implemented should be reached. |
| AK | More junior high Drug-Free programs must be established. |
| AK | Alternative for high schools within a high school program must be implemented. |
| AK | Native Big Brother/Big Sister programs should be set up between higher education and senior high students. |
| AK | Suicide prevention is critical if we are to survive. Due to the high incidence of suicides in Alaska, particularly among young Native males, culturally relevant prevention and intervention programs must be developed and implemented. |
| AK | School board members should be role models for students, by being alcohol and drug-free because students and parents need to view school board members, teacher, administrators, counsellors, etc. as positive role models. |
| AK | Businesses can also support public education by investing in job training, mentorship programs, and by providing career information to students (particularly young students), so that children develop education and career goals at an early age. |
| AL | Sensitize the community to the waste that is caused by the failure to identify and intervene in the lives of at-risk Indian students. |
| AL | Provide funding for at-risk programs for Indian children. |
| AL | By the year 2000, a cooperative and concerted effort be launched to identify all at-risk Native American students and provide appropriate services to them in the local schools. |
| AL | Allocate funds to identify and to develop programs for at-risk students during the primary grades. |
| AL | Develop summer youth programs for drop-out prevention. |
| AL | Offer after-school tutoring/ counseling for drop-out prevention. |
| AZ | Develop mathematics and higher order cognitive skills while building on children's bilingual and bicultural experiences. |
| AZ | More positive emphasis must be placed on student self-awareness and the importance of family and tribal relationships if students are to become perpetuators and keepers of their culture. |
| AZ | Summer educational programs should be developed in order to extend and expand the learning process. |
| AZ | Parents need to be role models and give their students continuous positive reinforcement to build their self-esteem. |
| AZ | Parents must enforce existing attendance policies and be held responsible for the success of their students. |
| AZ | High school graduation should be a national, state and local goal for all schools and all students, but it will be realized only if Goal # 9 is effectively accomplished. |

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| CA | School personnel must be specially trained to become acquainted with the cultures of Indian students they have in order to offer positive educational experiences, to encourage and motivate students to continue their education, and to develop and impart sills necessary to compete and move upward in chosen fields of endeavor. |
| CA | A minimum two-day individualized Indian workshop of traditional training methods must be employed to help teachers meet the wide range of pupil performances of gifted students. |
| CA | The cultural values and beliefs of Indian tribes must be respected, and emphasized as desirable behaviors to instill self-confidence and self-esteem. |
| CA | Gifted and Talented Programs must be re-defined to allow better participation from Indian children. Academic achievement is only one measure of gifted and talented people. Indian cultures recognized leadership, spiritual leadership, artistic and traditional leadership as qualities desired in youth and adulthood. |
| CA | In addition to conventional teaching methodologies, innovations in class instruction and curriculum designs must be considered to accommodate Indian families who reside in rural locations (e.g., credit, life experience, paid and trained home-based Indian tutors who act as tribal liaisons with schools, a mobile van unit providing parenting and language services). |
| CA | Train counselors to work with Indian students. |
| CA | Do not measure students only by standardized tests and grade point averages. |
| CA | Recognize student strengths, skills and talents as successes. |
| CA | Establish national and statewide criteria for measuring dropout rates. Require annual standardized reports. |
| CA | Utilize peer support such as cross-age tutors and cooperative learning. |
| CA | Indian youths must be prepared for leadership roles. In-school projects should capitalize on Native music, art, language, and sciences, tribal histories and native culture. Tribal youths and others must learn about their contemporaries in governments, tribal leadership roles, actors, authors, politicians, entertainers and their accomplishments. Efforts must be made to recognize Indian people and Indian achievements at national levels. |
| CA | Indian parents want their children to do well in the mainstream education system. Indian children must be able to successfully gain quality education to live a quality life. |
| CA | The academic term, "competency," must be re-defined in educational institutions to include the value system of American Indians. Points to consider: |
| CO | The value of education must be stressed by families and teachers at all age levels. |
| CO | The curriculum must be restructured to incorporate the teaching of thinking skills, social skills, and the participation skills of active citizenship. |
| CO | Students should have the opportunity to study and discuss current issues and problems that Native people are facing today. |
| CO | Models of Native decision-makers, problem-solvers, artists, and heros should be incorporated throughout the curriculum. |

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| CO | Multiple opportunities for students should be provided to encourage creative critical thinking and active involvement in the governance of the school and community. |
| CO | Drop-out and retention programs should be initiated at all grade levels. These programs should include a variety of strategies including mentor and tutor programs, adequate and available counseling, and work programs that allow students to help their families and still stay in school. |
| CO | In addition, too frequently the curriculum has emphasized knowledge acquisition over skill development. Citizens of the future must have acquired the ability to think creatively and critically and act responsibly. They must know how to solve problems and make reasoned decisions. These skills are not taught systematically, nor are they evaluated in most schools. Native parents and community members must insist that the skills of thinking, creating, valuing, and acting in positive, cooperative, and democratic ways are an important part of the curriculum. |
| CO | Several clear issues of immediate concern emerge for Colorado's Native students. First, without appropriate funding, it is impossible to serve a rapidly increasing Native population. Second, we must find ways to successfully meet the needs of children with diverse tribal backgrounds. Academic success, positive self-esteem, and cultural identity are essential for young people on or off reservations. The needs of all Native students must be met in creative and thoughtful ways. |
| CO | In the Colorado Spring area, which is served by more than one school district, there has not been a Native high school graduate in ten years. This deplorable statistic could undoubtedly be attributed, at least in part, by the glaring absence of programs designed to support Native students. |
| | Drop-out statistics are alarming in all parts of the state. In Colorado urban areas, the drop out rates are as highas 86% with on 1/3 of all senior students actually graduating from high school. The need for change in school programs and in support structures is evident. |
| FL | Implement alternative educational, vocational and leadership programs for students "at risk." Responsibility: State and local educational agencies, tribes and F.G.C.I.A., Inc. |
| FL | Work with community members to organize career days/fairs sponsored by tribes and Indian communities. Responsibility: Individuals, Tribes and Indian communities. |
| MI | Every American Indian student with long hair must be allowed to participate fully in all aspects of the school program including extracurricular activities. |
| MI | Youth programs need to be developed which include the involvement of American Indian youth in all aspects of program development and implementation. |
| MI | All people must be aware of the adverse affect that tribal/local non-Indian community conflicts have on American Indian student performance in educational programs. Therefore, both parties must become sensitive to the problems this causes students in public schools. |
| MI | Funds must be made available for American Indian students to participate in summer educational programs. |
| MI | National legislation needs to be developed which holds school districts responsible for the retention of American Indian students through to graduation from high school. |

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| MI | State legislation needs to be developed which holds school districts responsible for the retention of American Indian students through to graduation from high school. |
| MI | Each school district having American Indian students must provide an American Indian advocate/liaison staff for American Indian students. |
| MI | Institutions of higher education should play an active role in creating and elevating the aspirations of American Indian students. |
| MI | Higher education institutions need to develop and implement active retention and support systems for their Indian students. |
| MI | All Federal programs must focus on student outcomes as a result of their program participation. States must assure that all American Indian students are receiving program services they are entitled to and are achieving the established desired student outcomes. |
| MI | All state programs must focus on student outcomes as a result of their program participation. States must assure that all American Indian students are receiving program services they are entitled to and are achieving the established desired student outcomes. |
| MI | States must assure that program dollars identified to service American Indian students are being used for their intended purpose. |
| MI | Closer monitoring of American Indian students. |
| MI | More American Indian teachers/role models in classrooms. |
| MI | Enlist parents, graduated high school students to participate. |
| MI | Legislation for necessary funds. |
| MI | More programs to help parents/students build self-esteem. |
| MI | Bring American Indian people who have had successful experiences in education into the classrooms. |
| MI | Total involvement of all groups--national, local, state efforts to enhance school settings both financially, and operationally to maintain students in school. |
| MI | Strengthen the role of student councils. |
| MI | Fund a special national effort to nurture American Indian youth development by focusing on leadership, community service, recreational, substance abuse prevention, cultural identity, employment opportunities for American Indian youth. |
| MT | There must be equity educational attainment for all Montana minorities, especially American Indians, beginning at the earliest possible level. We must assess local educational agencies and determine where they must begin to address the under representation of minorities in education. Once decided, a plan of action will need to be formalized and approved by all institutions/individuals involved and committed to making the change. |
| NC | As with any other learner, an Indian student is influenced by both heredity and the environment. North Carolina Indians believe, however, that the most important influence would be more positive Indian "role models." To increase Indian role models, major efforts will be needed by all concerned, including, but not limited to, implementing the following recommendations, which are based on the results of the survey and supported by the State Steering Committee in North Carolina. |

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| NC | All teachers should be sensitive to "Indian Studies" in order to enhance the "pride in their heritage" that often shapes the self-concept of Indian students. |
| NE | Develop strong dropout prevention programs and initiative them. members must insist that the skills of thinking, creating, valuing, and acting in positive. cooperative, and democratic ways are an important part of the curriculum. |
| NM | For example, this group noted that the present dropout rate is estimated to be 50% for Indian high school students and as high as 75% for college level students. Poor attendance levels were noted throughout the systems. Poor attendance is connected to the academic performance of Indian students which remains below the national norms. |
| NC | That business and industry should develop a number of internships for Indian students each year as a means of keeping them gainfully employed after high school graduation. |
| NM | A study must be conducted to determine the traits of effective teachers of Native American students. The study must also determine the most effective instructional strategies and methods as well as identifying the learning styles of Native American students. |
| NM | Each school district, tribe, college and BIA education agency will have a mechanism in place to improve retention and attendance of Indian students. |
| NN | A much greater emphasis must be placed on reading both in the school and in community programs surrounding the schools such as community centers. Youth leadership programs, programs for youth at risk and other community resource programs should be developed under Federal laws regarding library services to bring reading and learning into the life of the community. |
| NN | Schools must become more results oriented -- in regard to school completion, in regard to academic achievement and in regard to post secondary education and career goals. New ideas and program directions are needed to reinforce compulsory school attendance and to motivate students more successfully when they are in school. |
| NN | School environments need to be tightened up, i.e. using closed campuses, initiating strict student rules regarding violence. This stricter atmosphere should not be harsh; however, rather it should be matched with a comprehensive range of counseling services to help students find non-destructive means of meeting their needs. |
| NV | Develop programs for students that would assist them to find success in the work world after graduation. |
| NV | Counseling for students on alternative programs (assisting them to graduate or complete high school). |
| NV | Close follow-up tracking of students. |
| NV | Development of alternative programs for outlying communities. |
| NV | Funding for prevention/intervention programs for drug/alcohol, teenage pregnancy, AIDS information and gangs. |
| NV | Developing curriculum in accordance with tribal councils. |

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| NV | Coordination with local resources. |
| NV | Development of support system for single parents. |
| OK | Implement a transitional summer program for beginning college students. |
| OK | Fund more programs that deal with Indian leadership training. |
| OK | Offer pre-higher education classes for Indians between high school and college. |
| OK | Establish secondary level alternative schools for Indian drop outs where academic, vocational, and cultural subjects can be studied. |
| OR | With the exception of Goals # 2 and 9, 95% of the Conferees believed that each of the goals should be established as national, state and local goals. |
| OR | Research, evaluation, and planning in the Indian Education field, including development of culturally relevant curriculum and drop-out prevention must be given priority and adequate funding. |
| SD | Current cultural efforts such as youth camps and youth programs need to be expanded throughout South Dakota. |
| SD | Dropout prevention programs must be instituted in both the elementary and secondary grades. Such programs must include parental involvement, mentoring and other strategies. At-risk youth must be identified early in their academic experience. |
| TX | It will cost less to properly educate American Indians than to serve their needs than if they dropout of the educational system. |
| TX | Students should be encouraged to do more than seek a general equivalency degree through strong counseling programs, which should be implemented very early in their education. |
| UT | Planning and consideration be given toward establishing a "central/magnet school site" where Indian children would be offered instruction/courses of Indian curriculum with there Indian peers taught by Indian teachers/administrators. Such a core curriculum of Indian studies would be replete with teacher training, establishment of standards and objectives, curriculum materials and enrichment activities which strengthen Indian student self-worth and academic performance. |
| UT | Teaching Native American students to think critically and become problem solvers. |
| UT | Early intervention from school counselors and social workers. |
| UT | Coordinate community/school support systems to keep students involved in school in a positive manner. |
| UT | Increase tutoring services. |
| UT | Development of a "truancy policy" specific to the unique status of Indian students statewide which is cooperative and enforceable for off/on reservation between tribal and public agencies. |
| UT | Establishment of a working task force composed of tribal and public agencies in the formulation of cooperative and enforceable truancy policy. Such policy to be cooperative and with the effect of civil law to both off/on reservation cases. Such policy to be established to promote attendance of Indian children in the school system. |
| UT | Programming must include outreach to high school students to help prepare them for college. |

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| UT | Raise judging/grading standards throughout all schools attended by American Indian students. |
| UT | Raise competency levels of teachers so that they can make informed judgments about American Indian students' scholarships and academic aptitude. |
| UT | Institute appropriate career/education awareness programs in high schools and invite parent/community groups to participate. |
| WA | Not having really healthy role models at present. Dysfunctional family behaviors; educators who are still using alcohol and drugs. |
| WA | Cross-cultural education for Native American students and adults. |
| WA | Develop creative alternatives. |
| WA | Integrated curriculum/education. |
| WA | Computer technology--use it. |
| WA | Funds should be designated within Indian education budgets for student organizations to fund workshops and seminars that will increase self-confidence and self-esteem in Indian students. |
| WA | Develop a network between school counseling/guidance centers and federal youth employment programs as well as outside activity programs such as summer and sport camps. Lack of money for essentials such as clothes and other basic needs detract from a student's motivation to attend school on a regular basis. |
| WA | Raise our expectations of ourselves and our programs; i.e., build self esteem from the ground up. |
| WA | Develop alternatives to completing 12th grade. |
| WA | Provide incentives for continuing with education past high school; i.e., increase funding for higher education. |
| WA | Develop appropriate curriculum and personalize it. |
| WA | Native languages count for "foreign language" credit. |
| WA | Mentorships. |
| WA | Evaluate needs of community and implement appropriate programs. |
| WI | Teen pregnancy is extremely high. Low self-esteem was reported by a majority of our teens responding to a survey. |
| WI | Teachers need to learn how to teach basic skills and critical thinking. |
| WI | Local universities and technical schools should do comprehensive recruitment in the public schools, beginning at the middle school levels. |
| WI | Create a program to help at-risk children in attendance and counseling |
| WI | In Wisconsin's VTAE system approximately one-half of the Indian students are enrolled in remedial courses. |
| WI | Many American Indian students are not adequately prepared for college, and are in need of remedial courses. Taking remedial courses adds additional work and thus usage of semesters of financial aid. |
| WI | Create a program to help at risk children with attendance and counseling to being at the Head Start and pre-school level. |
| WI | Negative images are formed in high school and middle school because students are not doing well academically. The number one barrier the report listed for Indian students is inadequate academic preparation. |

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| WY | Teachers need to recognize that the SAT, SRA, and ACT, etc. tests are biased against American Indians. |
| WY | We need more Indian educators to educate Indian children and serve as positive role models. |
| WY | We need to implement skills classes (i.e. social, academic, independent and living). |
| WY | There is a definite need right now and in the future for Indian students who are trained in the "hard" sciences. These jobs need to be filled by qualified Indian people who will not only bring in their technical expertise but also their knowledge of their culture and the specific needs of that culture. |
| WY | Recommend funding of an adequate drop out bank with up-to-date information on drop-out as well as successful programs. |
| WY | Recommend continued support for TRIO projects such as student support services, Upward Bound, Educational Talent Search and Educational Opportunity Centers which enhance students opportunities to reach their educational goals. |
| WY | Recommend continuation of support programs at institutions of higher education for the recruitment and retention for the success of the Indian student beyond high school. |
| WY | Recommend training for young adults, possibly students in the eleventh and twelfth grades and continue on to reach those attempting college and those that have dropped out of school. |
| MN | Leadership training for Indian students; campus rules & regulations - awareness of Roberts Rules of Order; alcohol (CD) awareness; opportunities to develop leadership abilities; attending Minnesota Indian Education Association (MIEA); attending National Indian Education Association (NIEA) |
| MN | More tutors in a variety of areas: math, science, computers. Full time tutoring program. |
| MN | Make testing more culturally relevant. Use alternative forms of testing. Develop tests in a multitude of languages and cultural settings (maybe not possible). |
| MN | Student drop-out policies not to include Indian education. |
| MN | Indian education activities for credit. |
| MN | Full-time tutoring program. |
| MN | Indian education sponsored activities need to be incorporated as a legitimate school credit. |
| MN | Programs need to include full-time tutors. |
| MN | Mandatory excluded absents for Indian education sponsored activities should be given. |
| MN | Parents lack information about resources to help students with career development and academic achievement. |
| MN | That a culturally-based curriculum be integrated into the standard curriculum areas such as mathematics, science, language, social studies, the arts, and activities. |
| MN | That Federal education support be tied to adoption of culturally-based curriculum at the state and local level as part of educational outcomes required of all students. |
| MN | There is a need for research into the too often bleak outcomes of students, including analysis of test bias and cultural bias, and the lack of Native professionals in the testing field. In addition, they posed the question: is this test situation at the root of the high dropout rate, the many Native students placed into special education and remedial classes? |

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| MN | All governmental officials demand the banning of racist mascots for non-Indian teams, from the sports within their states, and a nation as a whole. | |

# Goal 6

## High-Quality Native and non-Native School Personnel

## CONCERNS

AL Inadequate funding limits educational innovations and training for individuals to incorporate the use of innovations with the students. Further, educators resist the incorporation of many innovations such as interactive technologies.

AL Lack of adequate training of those involved in the educational process.

AK Local and state goals must be changed to implement Native oriented educators.

AK School districts do not encourage high school graduates to go into the field of education.

AK Inadequate funding is available for students who come from a rural environment.

AK No local incentives are available for students to go into education.

AZ Given the rapidly changing demographics of the overall population of the United States, this is becoming an essential national goal for all minority groups, which are all at present seriously under-represented in the teaching profession.

AZ The major question is whether the colleges and universities are capable of restructuring their programs to effectively address the increasing diversity of needs.

AZ Obviously, this is a goal that everyone wants, at least in theory, from the local to the national level. The safety of schools could be easily attained if schools were permitted to expel any student involved in substance abuse. But what would happen to those students? The complication is that society wants the schools to be responsible for providing prevention education, which is reasonable, along with counseling, remediation and a wide gamut of activities for students who become involved in substance abuse, for which many schools lack qualified and trained personnel, funds and other necessary resources.

CO There is an urgent need for trained Native teachers. However, a real concern exists as to what constitutes appropriate training, with some people questioning whether current teacher training practices have prepared teachers adequately for teaching the dominant population, much less Native students. Are current teacher preparation programs appropriate for teachers who teach primarily Native students? These are questions that need to be answered. Other concerns revolve around how we can interest Native people in becoming educators and returning to teach Native students, how can we fund higher education for prospective teachers, how can we better retain Native students in colleges and universities, and how can we encourage all teachers to become culturally sensitive to a variety of cultures.

FL The academic, emotional, cultural and social needs of our Native American children are not being met through the school system. Nationally, Native American students consistently score lower as a group on standardized tests; have a much higher than average drop out rate; and generally fall below the norm in all measures of academic success. In addition, schools fail to identify the

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| | developmental problems of Native American students and provide little opportunity for Native American parental involvement and participation into school curriculum and programs. School systems, including teachers, display a gross lack of sensitivity to Native American cultures and customs. |
| FL | Lack of awareness on the part of students, parents, teachers, administrators and tribes, of the opportunities in higher education for Native American students. |
| IA | A National Plan does not exist to mandate and monitor teacher training/instruction in native cultures/languages. |
| KS | There is a lack of Native American Educators (including teachers, counselors and administrators). |
| MI | Poverty of American Indian families to support higher education. |
| MI | Lack of support for the faculty/administration/teacher level for Native American curriculum. |
| MI | Teachers are poorly paid. |
| MI | Curriculum development to teach teachers. |
| MI | The low number of American Indian students that attend college. |
| MI | The virtual non-existence of cultural curriculum. |
| MI | The lack of cultural resources. |
| MI | Resistance from majority and educational community. |
| MI | Resistance from universities to include curriculum. |
| MI | Teachers would resent added workload. |
| MI | Lack of Native Americans majoring in teaching. |
| MI | Lack of time element. |
| MI | Who will instruct the instructors? |
| MI | Institutional racism. |
| MI | Lack of written materials for Native American cultures. |
| MI | Lack of money to develop curriculum. |
| MI | Lack of curriculum to teach the teacher in their own culture. |
| MI | Lack of understanding of Tribal Treaties. |
| MI | Lack of fellowships and other program incentives to attract American Indian students into the education curriculum. |
| MT | There is a critical shortage of trained American Indian professionals in all fields. Qualified teachers, counselors, and administrators are especially lacking. In Montana, fewer than two percent of all certified educators are American Indian, while approximately ten percent of the K-12 enrollment are American Indian. |
| MT | The President and Congress must initiate a review of the Teacher Corps model and draft legislation to meet this critical need, and review related federal programs, e.g., BIA Higher Education programs, Title V fellowship programs, the Tribal Controlled Community College Act, and other federal agencies that have a minority component, in an effort to gauge the adequacy of funding and scope. They must also increase current levels of scholarship funding for American Indians in all programs. |

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| MT | The education of American Indians is hampered by the absence of adequate curriculum development centers, alternative delivery systems, eg., telecommunications and libraries. |
| MT | The President and Congress must amend or draft legislation to ensure coordination of resources, dissemination of information, and access to those instruction related services. |
| MT | Community education needs to develop, in consort with family and tribal mores, parent effectiveness training programs, parent assertiveness training programs, day-care services, and Head Start programs that are well coordinated and working for the same goals. |
| MT | Area schools need to promote holistic education with the total community as their constituents. School administrators can set the tone by promoting the coordinated effort and getting everyone involved in education. |
| MT | Individuals can be responsible for education by becoming empowered to make the necessary changes to have a well educated society. |
| NC | Obstacles in achieving the National Education Goals for Indian students were identified as: failure by schools in identifying all "at risk" Indian students; not having enough funding to achieve the goals; health problems; family illiteracy; unemployment of parents, summed up as Indians in poverty; the need to train all teachers about Indian students; lack of adequate counseling; lack of parental involvement; and irrelevant curriculum for many students. |
| NN | At the core of much Navajo dissatisfaction with the current governance structure of schools educating Navajo children is that the Navajo Nation has not been able to integrate instructions in Navajo language, history, government and cultural traditions into the basic curriculum of publicly funded schools in the Navajo Nation. Despite the adoption of Navajo education policies calling for the inclusion of such Navajo specific course areas, few schools have even attempted such offerings. |
| NV | Teachers not understanding. |
| NV | Counseling/tutorial services in all grades. |
| NV | Culturally sensitive in-service for teachers (on student level). |
| NV | Expand on multi-cultural class for teachers. |
| NV | Support for non-professional Indian people to get a degree. |
| NV | Include Indian history in public and college level history classes, Indian people don't get respect. |
| NV | Counseling workshops for students and parents. |
| NV | Tracking system of programs. |
| SD | One school employee in a major public school system indicated that teachers are particularly hard to work with when dealing with racism because most don't acknowledge their own racism and therefore are unable to identify non-blatant racism or see a need to access appropriate resources and services. |

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| UT | Lack of an articulated core Indian studies curriculum for grades K-12. Schools have continued in espousing rigid Euro-American history which has greatly contributed to the Indians' loss of tribal identity, fragmentation of the family, inability to make cross-cultural transition as well as loss of tribal identity. |
| UT | Prejudice, racism and paternalism: Indian students for the most part are educated in the public school system. Consequently, they are labeled (remedial, slow learner, passive, etc.). Also, many of the Indian students are scattered throughout the district(s) which results in isolation and a sense of alienation resulting in feelings of low self-worth and identity conflicts. |
| UT | Lack of recognition and credibility of existing tribal knowledge of Indian community people. Current American education certification standards prohibit credit for experiential tribal knowledge. The status quo requires that a course offering sanctioned by higher institutions of education must be offered and taken to have any credibility. This runs into conflict with tribal people because here again we see the imposition of institutional standards upon tribal people and culture in order to be viewed credible with regard to the life experience in a tribal context. |
| UT | Native American customs and beliefs are devalued by school systems. |
| UT | Native American world views are considered to be primitive and nonessential to success in the dominant world. |
| UT | Virtues taught by Native American parents in the home are not promoted in public schools. As a matter of fact, they are taught opposite. |
| UT | Historically Native Americans have been portrayed by educational systems as being a hindrance to progress, not as contributors to history, math, and literature. |
| UT | School and district personnel are unaware of Native American beliefs and way of life. |
| UT | Teachers and administrators are not adequately prepared to work with Native American students. |
| UT | Most teachers at reservation and BIA schools are of poor quality. They do not challenge, teach, nor motivate students. |
| UT | Teachers at reservation and BIA schools are not culturally knowledgeable about Native Americans. |
| UT | Reservation and BIA schools often attract incompetent, second rate teachers. |
| UT | There are preconceived notions that Native American students belong in special education classes. |
| UT | Indian history and culture are not an integrated component of the curriculum, grades K-12. |
| UT | (There is a) need for mandatory teacher/counselor training courses toward certification which train preservice candidates in hope to better provide classroom instruction with Indian students. Utah colleges of education and teacher certification do not have mandatory multicultural course requirements. |
| UT | American Indian students have unique adjustment needs that must be met to ensure success in postsecondary programs. Culturally sensitive and relevant support is essential. |
| WA | Failure to recognize community social, cultural, spiritual, and physical health issues. |

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| WA | Lack of programs/curriculum. |
| WA | Needs to come from us; i.e., Native Americans teaching the classes to the teachers. |
| WA | Need more Native American teachers now. |
| WA | Lack of training programs relevant to the employment needs of the communities (once people are trained they cannot find a job in what they are trained; i.e., cashier/checker training). |
| WA | Lack of curriculum responsive to the variety of learning styles--K-12 and college. |
| WA | Poor quality of instructors. |
| WA | "We can't find qualified Native Americans," is an excuse often used. |
| WI | Indian students often suffer from poor self-esteem and low self respect because of racial intolerance or ignorance in the classrooms of public schools. |
| WI | Out of the 4,000 teachers in Milwaukee public schools, we are aware if only 4 Indian teachers. |
| WI | High school counselors are often well-intentioned but they don't see Indians as real people living in their communities. They think of Indians as they are "Dances with Wolves." |
| WI | The professional staff of most schools do not receive adequate training in understanding the Indian culture. |
| WI | There is a tremendous amount of inaccurate curriculum regarding American Indians in the schools. |
| WY | There's a need for counselors or counselors to be more knowledgeable of financial aid and scholarships that are available to Indian students. Most of the college bound students don't know about scholarships. |
| WY | Only few non-Indian teachers working in Indian schools are interested in learning Indian culture |
| WY | There are not enough Native American teachers. |
| WY | There is too much emphasis on sporting activities--rather than on academics. |
| WY | There are several obstacles in language development in schools: funding, establishing assessment procedures, lack of school board's policy setting in curriculum and obtaining parental approval. |
| WY | Indian children are faced with having to grow up in two different worlds -- often leading to identity crisis. Some deal with it constructively while others may choose not to deal with it and escape by using drugs. |
| WY | Currently have few Native American educators (i.e. teachers, professors, etc.). |
| WY | Very little teaching of students of cultural/traditional ways. |
| WY | Lack of funds. |
| WY | Lack of knowledge of cultural beliefs/customs in higher education facilities that prepare our future teachers. |
| MN | Cultural illiteracy: culturally relevant curriculum isn't integrated into regular curriculum; non-minority faculty and staff lack knowledge of tribal sovereignty and laws; textbooks lack culturally relevant information on American Indians and other minority folks. |
| MN | Cultural sensitivity training for non-Indian personnel. |
| MN | More time spent with students in schools by Indian personnel. |

# RECOMMENDATIONS

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| AL | Provide funding for in-service and teacher training. |
| AL | In-service costs - $200.00 per teacher. |
| AL | Provide opportunities for teachers to work cooperatively with instructional strategies which are proven to be effective for Indian students. |
| AL | Provide teachers opportunities to work cooperatively with instructional specialists in the development of curriculum and instructional strategies proven effective for Indian students to gain mastery of basic academic skills. |
| AL | Inadequate training for personnel involved in substance abuse programs. |
| AL | Initiate proven abuse prevention procedures in school and provide for the training of staff to use them. |
| AL | Employ teachers or educators that have a knowledge of Native American culture that have received adequate training. |
| AK | Curriculum content and materials must be accurate, complete and include local, state and national contributions of Alaska Native/American Indians. Additional federal funding should be made available to promote multicultural education appreciate, awareness to develop and enhance a global perspective. |
| AK | Alternative must be provided for teacher certification on the State level, facilitating recognition of teaching skills and knowledge of curriculum content of recognized experts. |
| AK | Cross-cultural teacher training programs must be implemented requiring study of at least 6 credits in Alaska Native culture and/or language. |
| AK | It is recommended that the indigenous language and culture be required instruction in public education. |
| AK | Alaska Natives/Indians must be hired as staff in schools to serve as positive role models. |
| AK | College level courses must be designed to teach new teachers how to teach to the variety of cultures in Alaska. |
| AK | School districts must start offering college level courses in high school. |
| AK | Need to offer career education programs at an early grade level. |
| AK | Need strategy for rewarding teachers who do an effective job. |
| AK | The DOE must put together a Task Force to deal with Native students and their grades, to find out where we are losing students through the system. The Task Force must also come up with recommendations to the local schools to help them overcome this problem. |
| AK | The number one priority relative to school district personnel issues continues to be the need to incorporate qualified Native people into the staffing of public school at every job level. The Governor's Commission of Children and Youth (in 1988) reported that: |
| AK | Native people make up a significant proportion of many student bodies throughout the state but few, if any, Native teachers, counselors or staff are hired to provide role and cultural models. We need more Alaska Native/American Indian teachers. Many Natives do not possess the degrees or certification requirements these positions require, but they offer the cultural understanding vital for Native young people to succeed in school and for non-Natives to understand |

Native cultures. In 1988, one of the most frequent recommendations heard by the Governor's Interior Commission on Children and Youth from Native youth was the need for more Native teachers, counselors, and other role models.

AK There are many teachers who simply do not fit, are not committed to rural values, and through their own individual ethnocentricities, demean Native students. These teachers alienate themselves from the village and Native community and do little more than collect a sizeable income. This is not acceptable. It is not cost effective and it has a devastating affect on our Native children.

AK All incoming district personnel should be carefully screened, and only the best should be recruited to serve in our schools. School districts should utilize local Native advisory boards to determine what special qualities in teachers, principals and staff are valued by parents and students. Recruitment efforts should extend nationally to higher educational institutions which have a focus on cross-cultural training of educators. Local Native advisory boards should be actively involved in the interviewing and selection of the district staff that will teach their children.

AK The pre-conference participants recommend that all school districts reexamine current curricula to promote and incorporate relevancy for Alaska Native students. Basic academic skills must be presented within the environmental and cultural realities of the student. Materials and texts must reflect the realities of the Native student's life around him or her. The school environment must reflect and validate the importance of the Native cultures. To motivate students to learn, what is learned must have a high correlation to practical application of the community and world in which we live.

AK Likewise school districts are asked by the pre-conference participants to seriously consider the immediate and expanded inclusion of Native elders as invaluable resource persons and partners in the development of curriculum materials for Native students and their Native involvement in implementing appropriate aspects of the curriculum n the classroom with school teachers. Many of our elders will no longer be with us after the next twenty-five years. When they leave, a large portion of our languages and cultures will leave with them. Elders have also played a central role in educating Native children. What they know and what they have to teach belongs in our children's classrooms.

AK It is imperative that all schools in Alaska in integrate Native values, skills development, and languages in all subject areas taught. Cultural values and ideas as well as the deep cognitive thoughts expressed in our languages cannot be reserve for an isolated or as an add-on class. They must be integrated into the curriculum of every course (math, reading, writing, history, geography, science, etc.) and they must be taught to all preschool, elementary, and secondary levels suing child developmentally appropriate practices.

AK Schools must also have appropriate staff configurations including counselors for every grade level to effectively educate children when they arrive at the school house door, regardless of variations in student's interest, capabilities, or learning styles. Our state educational system must be fundamentally restructured to ensure that all students can meet higher standards. Our schools must focus on results not just on procedures. There must be powerful incentives for teacher performance and improvement, and real consequence for persistent teacher failure. Gifted, creative, and sensitive teachers must be recruited and more teachers

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| | who reflect our cultural richness must be trained and utilized. |
| AK | Relevant university programs which focus on strengthening Native cultures for example, Native languages and history courses are needed as well as courses to help teachers work effectively with Native children relative to social issues such as child abuse, neglect and suicide prevention. The universities need courses that prepare teachers for multicultural Alaska native learning styles and cross cultural communication. Graduate research programs need to focus on issues which will benefit Native people. The conference participants also suggested the creation of tribal colleges within the State of Alaska. |
| AK | It was recommended by the pre-conference participants that the State Board of Education actively support the training of local school board members and support HB352 - the mandate for Native studies and languages in all schools. No child in Alaska should be allowed to graduate from high school without successfully completing a course in Alaska history and culture. |
| AZ | Effective methods to educate at an early childhood level include the use of bilingual personnel, continued staff training, use of hands-on activities, ample opportunities for oral language development and the introduction of native language in preschool. State universities should provide an early childhood certification program in rural areas for the convenience of personnel. |
| AZ | It is widely believed that teachers need to be retrained in learning styles of Native American students. Native Americans need to be challenged, especially in mathematics, communication and computers for today's working environment. |
| AZ | Schools and personnel must first understand the background and feelings that have developed over the years. Then they will realize what must be done to overcome the past and establish the institutional changes that must be made to establish a new bonding between the Indian parents and the schools. |
| AZ | As educators better understand the culture of the student and his/her family, increased community participation can be expected. |
| AZ | Tribes need to further develop language study materials to make Native literature more widely available. Native languages and cultures need to be integrated into all parts of the curriculum. |
| AZ | Indian youth should become involved in the general election processes through school curriculum. |
| AZ | We stress the importance of good teaching now more than ever. There must be an appropriate balance of staff development opportunities. |
| AZ | There is a need to orient the teaching staff on how to understand the culture of their students. And most importantly, to understand the factors of motivation and learning styles for Indian children. Likewise, tribes should assume greater responsibilities in orienting new staff members to their culture. |
| AZ | University-level, on-site courses should be provided, as well as continuous opportunities for staff to upgrade their skills, knowledge and abilities to meet the needs of Indian children. |
| AZ | Schools must provide effective orientation programs for non-Indian teachers, coordinated staff development programs for early childhood and primary school teachers and increase cooperative and innovative |

programs with universities, including programs to provide paraprofessionals with required courses to enable them to earn degrees.

AZ Schools should enhance staff salaries to levels comparable with other professionals and utilize their expertise effectively during non-teaching time.

AZ Teachers must be effectively trained in cultural sensitivity to the needs of Indian children and their families, especially in early childhood and primary grades.

AZ Teachers in Indian communities should be required to complete certification programs designed to sensitize them to local needs, culture, values and traditions. These programs should be designed by tribes, but should be equivalent to state certification procedures.

AZ Create incentive programs such as educational enrichment and staff development opportunities, which may include matching tribal funds or other subsidized benefits, to attract and retain the best teachers and administrators for local schools.

AZ Because the number of Indians in the teaching profession is inadequate, funding for Native Americans pursuing a teaching career should be increased and maintained.

CO Curriculum and instruction should be culturally appropriate and accommodate a variety of learning styles and levels of development.

CO The school curriculum should teach about the concept of culture and how the majority culture is similar to and different from other cultures in America. All students should learn about and develop respect for a variety of cultures, including Native cultures.

CO The contributions of Native people should be integrated throughout all areas of the curriculum. Curricular and textbook revision is required to present true history and Native American literature, science, and other achievements.

CO Appropriate training should be available to teachers to learn new and existing curriculum or improved methods of teaching.

CO The curriculum must be restructured to incorporate the teaching of thinking skills, social skills, and the participation skills of active citizenship.

CO Students should be encouraged early to consider teaching as a career. This is enhanced by observing Native teachers as role models.

CO Renewed efforts must be made to recruit teachers into education. Funding in the forms of grants and scholarships is critical to this endeavor.

CO Colleges and universities should recruit mentors, provide peer counseling, establish tutoring programs, and create other support systems to retain Native students in teacher training programs.

CO Native elders and community members should develop teacher training materials to assist non-Native teachers in becoming more knowledgeable about traditional values, learning styles, and Native lifestyles.

CO Non-Native teachers need more opportunities to interact with Native people during teacher preparation programs. This interaction will increase their knowledge of tribal diversity and respect for Native peoples and diminish damaging stereotypes they may hold and subsequently teach.

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| CO | Basic skills assessment tests prove to be a barrier to the recruitment of Native teachers. These tests need to be reviewed and revised. |
| CO | On-site teacher training and professional development programs should be available to Native people in isolated areas. This perhaps does not pertain directly to Colorado. |
| CO | Trained Native counselors must be available in every school where problems exist. |
| CO | School personnel frequently use sophisticated educational terms to make parents feel uninformed and inadequate. Teachers and administrators need training in successful communication with diverse cultural groups and with parents who are interested, intelligent, but not highly educated. Parents must be given appropriate opportunities to learn new sophisticated terminology and methodology. |
| IA | We recommend that federal legislation be introduced and enacted to support and expand the impact of the Native American Languages Act. Recommend federal legislation to mandate state design of multi-cultural instruction to include specific instruction in Native American culture and histories, not limited to treaties and languages. The design to include specific ties to teacher certification and monitoring to determine state and district adherence to legislation. |
| IA | There exists a shortage of Native American teachers, counselors and educators. We recommend that federal legislation to be enacted to supplement current BIA/IHS training programs to include funding for undergraduates in education and health as well as to increase funding for graduate training for Native American professionals. |
| FL | Implement sensitivity programs that replace stereotypical images of Native American customs, culture, history and goals with accurate and real information on the contemporary reality of Native Americans. These programs should be designed for school administrators, faculty and staff utilizing local universities, academic experts and tribal representatives. |
| FL | Require teachers to complete a course in Ethnic Relations which would include accurate information concerning Native Americans. (Law enforcement officers in Florida are required to complete a course in Ethnic Relations.) Responsibility: State and local education agencies. |
| KS | The committee identified the need to provide the mechanisms necessary to assure that non-Indian early childhood educators/specialists be trained and sensitized to the unique culturally related variables impacting American Indian children in order to assure that such children receive the fullest opportunity to grow and prosper during the early years of life. |
| KS | The committee identified the need to research, develop, and implement programs of parent training to include, but not limited to, areas such as: the parent as teacher program, parenting skills before becoming a parent (high school focus) Grandparents as parents, and Early Childhood psychology for parents. |
| KS | There should be a national certification procedure between the states to interface credentials of the Native American Teacher for accreditation. |
| KS | Need to review and disseminate existing curriculum materials that address the historic accuracy of Indian contributions to society that are culturally sensitive to Native Americans throughout Indian country. |

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| KS | Teacher certification (should) be geared toward a more culturally diverse background education of teachers, with an extra year used for this focus. |
| KS | Teachers in-service training required once a year include diverse topics at a Native American college or in-service directed by a Native American instructor(s). |
| KS | Preparation of Native American students begin in high school for future teachers. |
| KS | Use of tuition waivers and other incentive programs be designed, so that all Native American students have access to higher education geared--teacher education, social workers, etc. |
| KS | Future teachers have adequate facilities and facility options for a learning environment. |
| KS | Native American resources be made readily available to all teachers. |
| KS | Whereas: It is well documented that history in schools is inaccurate and biased towards the Eurocentric viewpoint; and it is necessary for Native and non-Native children to obtain an accurate understanding of the Native cultural heritage and contributions; be it resolved that the Kansas White House Conference on Indian Education recommends that elementary curriculum be revised to reflect an accurate portrayal of history including the Native American perspective; and states and local school districts should be mandated to develop programs to enhance appreciation of Native and non-Native people for Native cultural heritage and contributions. |
| KS | Increasing the number of Native educators and administrators to facilitate a culturally sensitive cooperative approach to education. |
| KS | Provision of training to all those people (parents, educators, tribes, communities) to reduce ignorance and misunderstandings of both Native and non-Native culture. |
| KS | The certification process of all educators (teachers, counselors, administrators, both Native and non-Native) include a reflection of accurate cultural resources and information. |
| KS | The Kansas White House Conference on Indian Education recommends that Native Americans be recruited into the educational field and be given necessary financial support. |
| MI | Accept the idea that students can learn at high levels under the right conditions of teaching and learning. All groups must work toward raising the mean achievement and reducing the student achievement variance. |
| MI | School Districts and Tribal communities must provide all employees with training in quality leadership, measurement, analysis, problem solving, self-evaluation, and assertiveness training. We must recognize that different levels and functions in the school organization processes required different types of training. In-service for the improvement of educational outcomes cannot be a yearly or even monthly activity. It must be part of the norman work of the school. |
| MI | The educational system must develop culturally sensitive programs and services which identify and meet the special needs of fetal alcohol syndrome, AIDS, and Agent Orange effects on American Indian children. |
| MI | The educational system must urgently develop culturally sensitive AIDS prevention programs and disseminate the information within the American Indian communities. |

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| MI | School staff need to be respectful of American Indian religions. |
| MI | As a people who are responsible to the earth as its "keepers" our students must have the opportunity to learn environmental education. |
| MI | Michigan Department of Education's State Board Continuing Education Unit programs should include opportunities for teachers to become more sensitive to the needs, culture, traditions and history of American Indian students. |
| MI | Colleges/Universities and Tribal Governments must provide all employees with training in quality leadership, measurement, analysis, problem solving, self evaluation, and assertiveness training. We must recognize that different levels and functions in the college/university organization processes require different types of training. In-service for the improvement of educational outcomes cannot be a yearly or even monthly activity. It must be part of the normal work of the institution. |
| MI | Professional American Indian programs such as teacher training, social work, accounting, mortuary science, etc. need to be developed. |
| MI | Classes and programs need to be developed and implemented to meet the unique needs of the Indian community BIA and Department of Education financial support. |
| MI | Many of these offices/agencies who lack American Indian staff often lack the necessary knowledge and sensitivity to work effectively with Michigan American Indian families. Training programs need to be established in cooperation with knowledgeable Indian representatives to train and sensitize non-Native staff working in social service agencies. |
| MI | Financial aid staffs must be culturally sensitive to the needs of American Indian students in higher education. |
| MI | College curriculum development and funds for implementation of teacher training programs for teachers of Native students. (national emphasis) |
| MI | Teacher certification requirements should include the completion of Native curriculum course work. (state certification and national emphasis) |
| MI | State core curriculum requirements should require the infusion of Native culture history, language, and traditions be taught in all aspects of the school curriculum. (state P.A. 25 legislation and national emphasis) |
| MI | Design and implement training programs in colleges and universities which requires teachers to gain knowledge of, sensitivity toward and ability to implement programs in the schools. |
| MI | Enhance recruitment of Native American teachers. |
| MI | Culturally relevant and accurate curriculum development. |
| MI | Improve teacher training to assure cultural awareness and sensitivity. |
| MI | Design appropriate teacher training programs that all teachers are required to take. |
| MI | In-service students and teachers on teaching and learning styles. |
| MI | Holistic approach to the learning process. |
| MI | Address cultural deficiencies through holistic approaches. |
| MI | Governmental issues need to be taught in a matter that can be absorbed by the student. |
| MI | Need to increase American Indian teachers/administration in the schools who are committed to the success of American Indian students. |

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| MI | Programs/courses in Tribal governments/continuing education for teachers. |
| MI | Increase Native American scholarships. |
| MI | Federal legislation to mandate multicultural curriculum with necessary enactment funding. |
| MI | Incentive programs for college. |
| MI | Complete financial aid for college. |
| MI | Cultural diversity instruction mandatory for every certified teacher. |
| MI | Get Native students into the field of education and develop a plan to retain these students. |
| MI | Curriculum development by Native American teachers. |
| MI | Utilize incentive to promote goals. |
| MI | Many of these offices/agencies who lack American Indian staff often lack the necessary knowledge and sensitivity to work effectively with Michigan American Indian families. Training programs need to be established in cooperation with knowledgeable Indian representatives to train and sensitize non-Native staff working in social service agencies. |
| NE | Nine hours in Indian studies for teacher certification. |
| NE | Curriculum should be identified and consistent district to district, college to college for the state's human relations certification requirements. |
| NE | Reservation schools need to stress a teacher mentor program designed to assist first-year teachers in an orientation to the students, community and culture (teacher to teacher, community to teacher). |
| NY | More autonomy for Native American educators. |
| NC | That all policies should be culturally, linguistically and developmentally appropriate and should: a) focus on teaching and learning with the student as the customer; b) focus on improving the quality of education for Indian students, and c) focus attention on innovation - to look for better ways to enhance learning. |
| NC | Suggestions for action that could be taken to overcome many of the obstacles were offered: recruit more prospective Indian teachers; encourage schools to desegregate student data so that data about Indian students will be highlighted, such as academically talented students or dropouts; enhance the relationships between schools and institutions of higher education as well as businesses and industries in local communities; urge local education agencies and state education agencies to monitor closely the national goals with special attention to Indian students' progress; focus on Indian families with special attention on drug and alcohol programs for identified problem cases; promote curricula efforts that address critical thinking skills; increase student scholarships and fellowships; make more accessible job training and employment opportunities for needy parents along with child care and literacy programs. Special efforts should be put in place to engage in local longitudinal studies of dropouts. These kinds of steps will be necessary to assure that Indian students can achieve the National |

Education Goals established by the president and support by the governors in these United States.

NC That efforts be undertaken at the federal, state and local levels to focus more attention on the different learning styles of students, including Indians, and that more application teaching be encouraged.

NC That supplemental Federal funds should be appropriated to hire Indian counselors, develop awareness programs and to treat youthful offenders.

NN Staff development in the Head Start program must be intensive and ongoing. This includes education and training for teaching staff, administrators and support staff. Credentialing of teaching and administrative staff is a must for this program. But credentialing without increases in salary commensurate to the educational effort required is self defeating. As staff become more highly credentialed but no better paid, they leave, producing a high turnover rate. Therefore, conferees seek Federal support, including regulatory support and appropriations support for operations Head Start with a professionally trained and credentialed, professionally paid staff.

NN Curriculum development is needed in the Head Start Program, particularly on the Navajo Nation and other Indian Head Start programs. Curriculum must be consistent and comparable from site to site within the Navajo Nation, although it should be able to differ from curriculum in non-Navajo Head Start programs. The Navajo Nation should be supported in its efforts to develop a model of Head Start services and classroom delivery for all Navajo Head Start programs. This model should incorporate Navajo cultural content and Navajo learning styles. Again, such curriculum development should be available under the basic Head Start Program and should be encouraged by national administrators of the program.

NN Parents and elders must be turned to as a resource. Elders must be able to be teachers both to students and to educational staff. They are repositories of expertise and understanding of Navajo traditions and values. They are a resource that must be taken into the schools and used to broaden the educational base of both students and staff. Again, funding requirements must be supportive of such a use of community people, or must be changed to become supportive.

NN The Navajo Community College needs to obtain funding and initiate an amendment to its enabling act to allow it to provide a four year degree, with emphasis on bachelors degrees in education. NCC also needs to serve as a training institute for school personnel in a variety of skills area, including training in Navajo history, culture and learning styles.

NN The Navajo Nation needs to identify the core competencies, inservice experiences and cultural awareness training required of all teachers of Navajo children and require that all teachers certified to teach Navajo children obtain such competencies and training. Every Indian nation needs to be able to establish such requirements.

NN The Navajo Nation needs to develop a Navajo language curriculum for all schools in the Navajo Nation or with a significant number of Navajo students and to require that such curriculum be offered. This goal requires that the Navajo Nation enjoy a Department of Education status comparable to state education agencies in the establishment of standards and curriculum requirements. It parallels the goal of Navajo social studies development identified in the previous category.

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| NN | As part of its state plan, the Navajo Nation should establish a comprehensive plan for development of professional and paraprofessional staff working with disabled children and adults. Training resources need to be identified both through scholarship assistance and training resources for such an effort. |
| NN | NCC should also become an institute for in-service training of education personnel in the Navajo Nation. NCC will require an amendment to its enabling legislation and funding to institute a four year program to accomplish this objective. |
| NV | Developing curriculum in accordance with tribal councils. |
| NV | Increased funding for Native Americans to go to college and graduate level. |
| NV | Development of an Indian community college in Nevada. |
| NV | More money for scholarships. |
| NV | Support system - assistance for those interested in part-time schooling, i.e., teacher aides, head start teachers, paraprofessionals who work in the schools, etc. |
| NV | Public education that "informs everyone" that Indians "DO NOT GET A FREE RIDE" with education monies. |
| NV | Increased recruitment for students by Indian educators professionals. |
| NV | Transfer guidelines for students in community colleges. |
| NV | Dissemination of information to Indian people regarding out of state enrollment requirements. |
| NV | Transfer guidelines for students enrolled in community colleges. |
| NV | Compiling and disseminating information for programs which would benefit Indian students. |
| OK | NO Federal fund should be given to any school district with 5% or more Indian students which does not allow Indian tribes to participate in curriculum selection and development. |
| OK | Lack of directors in schools, one person must be in charge, that should be the curriculum person. |
| OK | Any policy developed must maintain tribal sovereignty. |
| OK | Mandate teachers to attend classes or have coursework on Indian education. Have college classes to teach the learning styles of Indian students. |
| OK | Include more about tribal cultures in the curriculum. |
| OK | Develop resources and disperse to state officials and national officials who make the decisions on the types of curriculum to be included in the schools. |
| OK | The public school system needs to understand more about Indian learning styles. |
| OK | Require all teachers to study Indian History and culture. |
| OK | Require Indian studies in all states and provide credits for the classes. |
| OK | Portray Native American life and culture in a more realistic sense. |
| OK | Consider stricter requirements for counseling degrees (internships, more classes specific to Indian learning styles and social development). At least require an orientation to multi-cultural or Indian emphasis. |
| OK | Educate Anglo students about Indians through heritage days and or habits. |
| OK | Require all teachers to take a class about Indians to be certified. |
| OK | Provide workshops for teachers on Indians learning styles. |

SD All teacher training programs include curricula on tribal homeland history, maintenance, use and development particularly stressing a tribal homeland ethic.

SD Special demonstration projects and practicums be implemented utilizing existing land resources.

SD Curricula which teaches land history, use and decision making models be integrated at all grade and age levels.

SD Develop teams of elders and other bilingual persons who through paid or volunteer services can spend time in the classroom integrating language into teaching and curriculum.

SD Develop special staff and teacher training programs which mandate faculty/teachers, boards and other employees to receive language training.

SD Develop special strategies for language programs in urban schools serving Indian children to insure language preservation and use in the face of limited necessity on the part of predominantly white urban schools.

SD Treaties and tribal government curricula are integrated at all levels of education.

SD Tribal values which include "tiyospaye" (extended family), respect, etc. are practiced in the schools and ways to teach and honor these values are discovered and promoted by Indian educators.

SD These values are integrated in the maintenance of the tribal homeland ethic and language preservation strategies.

SD Elders and traditional people are provided opportunities for pay or as volunteers to join teachers and other educators in the classroom working with children, modelling tribal values and teaching tribal ways.

SD Develop curricula that fosters and honors traditional leadership and appropriate contemporary leadership.

SD Host leadership development institutes that offer opportunities for strategizing about tribal concerns, foster higher order thinking skills and which model conflict resolution and problem solving utilizing contemporary cases and role playing.

SD Exchange of students, teachers and other personnel be fostered between urban and reservation communities.

SD Interventions which are culturally appropriate and community based must be integrated in urban schools in the same manner as they are in reservation schools. What works for the average white South Dakota child will probably not work for a native child.

SD A data base to track students; a clearinghouse for cultural materials and improved teacher training are strategies for improving the classroom environment and decreasing the number of dropouts.

SD School personnel are trained to be sensitive to parental concerns and participation. Parents are listened to and communication skills are stressed.

SD Current curriculum development projects and programs such as the Integrated Studies Committee of the South Dakota Education Association/National Education Association, of schools such as Takini School, Tiospa Zina, White River School District and Todd County School District be strengthened and disseminated.

SD Financial and human resources must be allocated or acquired by schools and colleges to foster curricula design and distribution.

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| SD | Network of parents, elders and community leaders be accessible to teachers to insure appropriate delivery of materials. |
| SD | An immediate priority is the development and implementation of curricula that accurately portrays the impact of Columbus' arrival, and of colonization and cultural oppression. |
| SD | Teacher training be fully integrated in the curriculum development process to insure successful implementation and use by all teachers. |
| SD | Teacher training particularly to achieve CDA's but also for baccalaureate and other programs must be emphasized by tribes to insure quality teachers and programs. |
| SD | Improved teacher training both in current education programs and for current school teachers. Individuals who come from out of state to work in South Dakota schools receive tribally mandated training pertaining to content and methodologies for working with Indian learners. |
| SD | Tribal colleges continue and expand existing curriculum development particularly focusing on tribal histories, stories and cultural values, expand teacher training and other academic programs to meet tribal development needs, develop demonstration and model projects in agriculture and other forms of economic development, showcase successes in Indian education, develop demonstration classrooms and schools and otherwise provide for the improvement of the quality of individual and tribal life. |
| SD | Funding for non-tribal members who are state citizens who attend tribal colleges be provided by the state of South Dakota. |
| SD | Use certification to insure qualified GED/Adult education teachers. |
| SD | Develop special programs to meet the needs of FAE/FAS children through curricula and teacher training. Search for successful models which incorporate tribal values. |
| SD | Teacher and staff training that educates about the whole approach to Indian education which then aids in the delivery of education services. |
| SD | Cooperation and collaboration between state agencies, schools and colleges to strengthen teacher certification, Indian studies requirements and to facilitate curriculum development for all grades. |
| TX | Many educators lack understanding and sensitivity about American Indian's approach to learning. We recommend that there be a major nationwide program to educate the general public, teachers and school administrators to the needs of native children to ascertain the "at-risk" Native families and provide mentors, i.e., Big Brothers, etc. from within the same tribal entities, where possible, to assist in teaching the cultural traditions of Native Americans; to acquaint parents about the educational needs of their children and their responsibilities as parents to achieving those goals; and that adequate funding be made available to conduct these educational programs. |
| TX | To overcome previous deficiencies in opportunities available to Indians, funds should be provided to train |
| TX | Teachers and school administrators by teacher workshops to understand the social, cultural, emotional, spiritual, and mental processing systems of the Native American child. |
| TX | Native American cultures must have equal status with those already being taught within the systems. To accomplish this, Native American authors need to be hired to write authoritative texts to be used in courses for training teachers and for use in the daily classroom work by their students. |

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| TX | Teams of Native American teachers or tutors should be trained and funded to enter ghetto areas of our major metropolitan centers to teach Indians in their urban community settings. |
| TX | Existing curriculum should be restructured and new curriculum developed to meet this goal. All educators regulated by states should be required to undergo cultural awareness and sensitivity training programs on and by American Indians to maintain their eligibility to teach. |
| TX | In the urban community, there should be teams of Indian teachers who educate American Indian families on tribal history and customs. Using literature and materials prepared by American Indians, the inner-city Indian can be shown that their ancestors had stable and happy home lives and be encouraged to grow and develop a non-dysfunctional family setting. |
| UT | Integration of a core Indian studies curriculum replete with teacher preparation, standards and objectives, curriculum materials and enrichment activities which strengthen Indian student self-worth and academic performance. |
| UT | Workshops and materials should be developed to educate students, parents, teachers and administrators statewide, on and off reservation. Multicultural approaches to training which include history, language, philosophies, concepts, values, family structure and learning styles must be an integral component of the school curriculum and in-service training. |
| UT | Planning and consideration should be given toward establishing a "central/magnet school site" where Indian children would be offered instruction/courses of Indian curriculum with their Indian peers taught by Indian teachers/administrators. Such a core curriculum of Indian studies would be replete with teacher training, establishment of standards and objectives, curriculum materials and enrichment activities which strengthen Indian student self-worth and academic performance. |
| UT | Education certification requirements should be adjusted and funds be made available for tribal elders/individuals to be brought into the classroom as recognized instructors receiving remuneration to teach language, tribal culture and teacher training. |
| UT | School personnel such as faculty and administrators need to be educated about Native American beliefs and customs. |
| UT | Culturally sensitive personnel should be sought for employment in educational systems. |
| UT | Greater utilization of public relations to promote a positive image of Native Americans and to educate the larger non-Indian population as to the diversity, direction, and activities of the Native American communities. |
| UT | School personnel need to be aware of non-traditional family situations among Native Americans. |
| UT | Districts should increase employment opportunities for qualified Native Americans. |
| UT | Educators must tap into Native American organizations for resources and advice. |
| UT | Schools need to meet cultural and language needs of all students. |
| UT | Teaching Native American students to think critically and become problem solvers. |

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| UT | Indian Educators need to be involved in educating school personnel about insensitive, out-dated and inaccurate material. |
| UT | Teachers and administrators must have increased pre-service and in-service on Native Americans. |
| UT | Set a required competence level in teaching culturally different children for all recipients of a teaching certificate. |
| UT | Increased recruiting of Native American educators in schools. |
| UT | Native American students should be taught using appropriate strategies, i.e. cooperative learning, for their learning styles. |
| UT | Increased counseling. |
| UT | Requirements for teaching on Reservation and BIA schools must be more stringent and specific to the assignment. |
| UT | Require all non-native teachers to take cultural awareness sensitivity courses or programs. |
| UT | Reservation and BIA schools need to be made more attractive to attract top-quality educators. |
| UT | Require staff development which focuses on relevant teaching and learning strategies. |
| UT | Education of school personnel about Native American contributions to America. |
| UT | Culturally sensitive school personnel. |
| UT | Development and implementation of a "Core Indian History and Culture" curriculum which is articulated throughout all grade levels (K-12) which reflect past, present, and future contributions of American Indian people in the development of the USA. |
| UT | In the State of Utah, a "Core Indian Studies" curriculum was initiated with one-half already in place in the public schools. The curriculum title "Conquest of Indian America" needs to be completed and formally adopted by the Utah State Board of Education for implementation. USOE budget allocation needs to be made for continued Indian history and culture curriculum development. A component would be to develop an audio/video film library. Also to include teacher training. |
| UT | The need for mandatory teacher/counselor training courses toward certification which train pre-service candidates in hope to better provide classroom instruction with Indian students. |
| UT | The USOE teacher certification office, colleges of education and Indian educators need to form a standing multicultural standards and course content committee. The committee is to develop, implement, adjust and monitor the standards and courses required. Such course is to be mandatory for teacher certification. A suggested minimum of nine (9) credit hours for Indian education courses. |
| UT | Federal grants need to be made more readily available to institutions to start up multicultural centers. |
| UT | Federal grants need to be made more readily available for increasing the number of American Indian counselors. |
| UT | Offer grant-writing workshops regularly and regionally. |
| UT | Set up specific grants, fellowships and program centers for the evaluation and awarding of grant requests. |
| UT | Institute and require culturally relevant training of teachers/administrators and counselors who serve American Indian students. |

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| WA | Provide special in service training for school staff, faculty and administration that compensates with release time. |
| WA | Compensate Native American teacher involvement with Native American community education issues; allow release time. |
| WA | More financial support for development of curriculum; also more sharing of what is currently available. |
| WA | Federal support to develop local curriculum (videos, etc.). |
| WA | Recognize successful Native American models and use them. |
| WA | The state laws should require Indian culture and languages as legitimate courses for public schools. The graduation requirements could include these courses. These courses would be taught by Indian professionals. |
| WA | Development of appropriate curriculum and training and personalize it. |
| WA | Integrate curriculum and education. |
| WA | Get tribal teachers at the same pay level as off-reservation teachers. |
| WA | Positive role models who work/ volunteer in the school system. |
| WA | Native American people involved in hiring staff whenever possible. (i.e., to determine sensitivity to Native American population). |
| WA | Educated people need to take time to mentor others. Mentoring can take place at all levels. Involve all students including college, high school, middle school, elementary and vocational education students. |
| WA | State laws and regulations controlling teacher certification need to be changed. Teacher training and certification should require studies and testing on cultural competency. Fetal Alcohol Syndrome Effects and other chronic health problems which impair learning. |
| WA | The whole teacher certification process needs to be challenged so it reflects the educational needs and goals of students and communities. |
| WA | Set up a teacher evaluation method which is more comprehensive and requires parent participation. |
| WA | Indian Health Services needs to develop a curriculum on FAS. The curriculum then needs to be given out to the schools. |
| WA | Funds should be designated for school districts to provide sensitivity training to all teachers so that they are better prepared to teach students of ethnic backgrounds. Multicultural awareness training should be a requirement for all schools at all levels of education. |
| WA | Funding is needed to increase the number of Indian people employed as guidance counselors in schools. One goal might be to begin by employing at least one qualified Indian person in each school district who could train other counselors in specializing needs of Indian students. |
| WI | Teachers of Indian students must be required to learn the language, culture and traditions of the tribe that they work for. The staff hired to work with the students must respect the values of the people and work to enhance the students pride and self esteem through inclusion of the culture and language in the academic curriculum. |
| WI | Indian history should be required to be offered as an elective for Indian and non-Indian students. |

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| WI | Teacher education on Indian culture is needed. |
| WI | Teacher share responsibility in presenting indian people in a positive |
| WI | Curriculum should reflect American Indian contributions, history and culture. |
| WI | The public schools should hire more Indian teachers and administrators. |
| WI | Indian people should be involved in textbook selections. |
| WI | Affirmative action for American Indian professionals on all levels should be encouraged and rewarded. |
| WY | Certification of classroom teachers should be required and verifiable. |
| WY | Motivate non-Indian teachers to learn more or care for Indian students. |
| WY | American Indian educators need to work constructively with non-Indian educators. |
| WY | More counseling services to deal with a child's needs (i.e., dysfunctional families, alcoholism). |
| WY | Indian education points toward learning as a priority for personal success and achieving happier lifestyles. |
| WY | Cultural and language requirements for teachers: recommend that all teachers be required to take language and cultural classes before teaching predominantly American Indian student populations, and that they study the languages and cultures of the students they will teach. |
| WY | The curriculum at all levels should include true and accurate Indian history at public schools. This should be taught as a part of Wyoming History, U.S. History, and government classes. By doing so some misunderstandings and wrongful assumptions on non-Indian parts could be cleared up. Also this would make it so that teachers teaching history or government classes would have to have taken courses in Indian history in their college to be certified. This in turn would require that true and accurate Indian History be taught in institutions of higher learning. The history should be taught in the context of U.S. and Wyoming History because Indian history is a part of it. It does not exist outside the present United States. People must be taught and understand the history of societies of Native American past, Native American contributions of today and yesterday. This cannot be an elective or separate course. |
| WY | Experience different curriculum types: Use curriculum that work, that teach, that give children the incentive to learn. This requires a dedication of teachers, parents, school administration, school board members, and community members. School districts and those involved must not be restrictive in their approach to education but rather leaders and innovators. Teach academics, culture, language, self-preservation, and teach children to succeed. |
| MN | Funds should be made available to train more professional Indian people in child development and related fields. |
| MN | Culturally relevant curriculum must be integrated into the regular classroom. Non-minority faculty and staff must undergo cultural diversity training on tribal sovereignty and laws. Textbooks used in classrooms must be culturally relevant, accurate and pertinent. |

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| MN | Professional improvement for American Indian faculty and staff. |
| MN | Institutional commitment to professional improvement for American Indian faculty and staff in reasonable time frame. |
| MN | Institutionalization of Indian support services. More American Indian support staff, faculty and administrative personnel. Institutionalization of all American Indian support programs through adequate funding of above initiatives. |
| MN | Federal Government mandates that schools hire certified American Indian teachers equal to or above the percentage of American Indian students within schools. |
| MN | Title VII - add 20% above current appropriations to be federally dedicated to American Indian bilingual programs for the purpose of training Indian teachers and curriculum developers to meet the needs of Indian students in our schools. |
| MN | Culturally sensitive staff and curriculum is needed. |
| MN | In-service teachers working with Indian adults to humanize/sensitive districts which do not have programs to meet special needs of at-risk Indian adults. |
| MN | Collaborate with non-Indian programs; sensitize instructional staff and enhance professional development of Indian staff by sharing modern adult education practices. |
| MN | Holding school boards and superintendents accountable for sensitivity training with non-Indian personnel. |
| MN | States need to be held accountable for hiring Indian personnel (not relying on JOM or Title V). |
| MN | Parents need support to more effectively relate to schools and staff (improved communication). |
| MN | That a culturally based curriculum in the areas of higher education institutions be held accountable to the people being trained. |
| MN | American Indian language, history and culture curriculum should not have to be tied to Eurocentric academic areas in order to be recognized and funded. Tribes and parent committees should define culturally-related academic needs. |
| MN | We support the importance of sequential learning continuum of Indian people. |
| MN | More people involved in Indian education should be informed about the Minnesota American Indian Advisory Committee and encourage Indian Chemical Dependency (C.D.) counselors to develop our own criteria for licensing Indian C.D. counselors; because the method now being used to acquire state credentialling keeps some of our strongest traditional healers from being hired as counselors. |
| MN | All our trainers be given enough training on racism that they feel comfortable addressing this issue in their counseling. |

## GOAL 7

## SAFE AND ALCOHOL-FREE AND DRUG-FREE SCHOOLS

By the year 2000 every school responsible for educating Native students will be free of alcohol and drugs and will provide safe facilities and an environment conducive to learning.

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| AK | Drugs and alcohol are available around school. |
| AK | Peer pressure. |
| AK | Family environment. |
| AK | Lack of self-esteem among students. |
| AK | Develop programs that promote student self-esteem. |
| AK | Educators need to be trained to deal with Children At Risk. |
| AK | Students need to be included in developing programs that affect them. |
| AK | Spirit camps need to be promoted for Native students. |
| AK | Expand alcohol and drug prevention programs. Establish culturally relevant programs in villages and encourage the establishment of support groups (talking circles, AA, etc.). |
| AK | FAS/FAE: Teachers and administrators must be trained to recognize and work with the students and parents affected. |
| AK | Alcohol addiction continues to take a devastating toll on Alaska Native communities and their children. Culturally appropriate, comprehensive alcohol treatment programs (located in/near villages, including the whole family, emphasizing prevention, providing follow-up care) must be developed and funded to curtail the high rates of Fetal Alcohol Syndrome, suicide, family and community destruction. Alaska Natives have the highest known rate of Fetal Alcohol Syndrome in the country (Anchorage Daily News, January 13, 1988). The enormous costs associated with FAS children (estimated at over $1 million per child to pay for the lifetime of needed services -- medical, special education, welfare) makes the cost effectiveness and urgency of comprehensive prevention programs more obvious and necessary. Native people cannot continue to lose more children to Fetal Alcohol Syndrome. |
| AK | Native people in Alaska reside in rural areas of our state and in urban areas -- closer to services, jobs and housing. In urban areas, Native people often do not have adequate central meeting places to practice cultural heritage and receive needed services. Native people understand that participating in cultural practices is a way of strengthening the community, families and children. Funding must be provided to urban settings which provide central meeting areas and services for Alaska Native people. |
| AL | Inadequate means of identifying students with substance abuse problems or potential for substance abuse. |
| AZ | Major impediments to school completion need to be addressed directly. These include teen pregnancy, drug and alcohol abuse and teen violence, including gang activity. |
| CO | Alcohol and substance abuse has deleterious effects on too many families -- even the unborn. Further, the current war on drugs, at the national level, in all cultures, and all socioeconomic levels, seems to be a losing battle. Knowledge alone is not enough to encourage abstinence; programs need to provide traditional values and support. The cost of this war is substantial and reduces funds |

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| | for other urgent social needs. Yet if we don't provide alternatives and solutions for our young people, the future is bleak. Too many young people die of accidents, suicide or alcohol or drug related illnesses. Fetal Alcohol Syndrome is an example of the long-term effects of not winning this war and accomplishing this important goal. |
| KS | Drug and alcohol abuse problems plague the Native American population. |
| KS | Native American spirituality and cultural values are the foundation of all Native American tribes and should be addressed throughout all aspects of drug and alcohol issues. |
| KS | The acceptability of substance abuse directly relates to the accessibility of drugs. |
| KS | In direct relation to low self esteem, negative peer pressure is intensified and becomes almost insurmountable. |
| KS | Due to substance abuse, the extended family is often unable to provide positive support. |
| KS | Education has been inadequate and does not address Native American issues on drug and alcohol abuse. |
| MI | Native American substance abuse/co-dependency issues have many generations to undo. |
| MI | Funds need to be allocated to increase family support. |
| MI | Income levels and the overall effects of them. |
| MI | The acceptance of alcohol in society in general. |
| MI | Peer pressure. |
| MI | Parents who have drug/alcohol dependencies and the influence of parents on youth. |
| MI | Amount of drugs/alcohol abuse among American Indian students. |
| MI | Lack of qualified instructors. |
| MI | Lack of proper programs and personnel. |
| MI | Lack of funding. |
| MI | Lack of parental/community involvement in prevention programs. |
| MI | Prevention activities including education, socialization and other options need to be provided to children instead of drugs and alcohol. |
| MT | There is a documented need for educational facilities. |
| MT | The President and Congress must increase levels of funding for P.L. 81-815 (school construction). They must appropriate construction funding for P.L. 95-471 (as amended), Tribally Controlled Community Assistance College Act, 1972 and they must amend Head Start/Day Care legislation to allow for facilities construction and renovation. |
| MT | The education of American Indians is hampered by the absence of adequate curriculum development centers, alternative delivery systems, e.g., telecommunications and libraries. |
| MT | The President and Congress must amend or draft legislation to ensure coordination of resources, dissemination of information, and access to those instruction related services. |
| NC | That Indian programs concerning drugs and alcohol use the language of the tribe and that priority points be established for an application that uses this approach. |
| NC | That supplemental federal funds should be appropriated to hire Indian counselors, develop awareness programs and to treat youthful offenders. |

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| NM | There was agreement that alternative methods of funding need to be explored to obtain funds for repairing and replacing the sub-standard and dangerous school facilities. |
| NV | High alcoholism on reservations. |
| NV | Need for libraries on reservations. |
| NV | Educate community on gangs. |
| OR | Substance abuse, child abuse (physical, sexual and emotional), neglect, teen pregnancy, poor nutrition, early childhood education, parenting problems and other social problems as they affect education of Indian and Alaska Native people and coordination of these services to address the problems must be the responsibilities of the Tribes, Federal agencies and states. |
| OR | Lack of realistic view regarding problems associated with drugs and alcohol abuse. |
| UT | American Indian students turn to drugs and alcohol while in school. When they ask for help, little is available that is culturally relevant or affordable. |
| WA | Healthy behavior should occur along with recovery from drugs and alcohol but does not always happen; i.e., anger issues. |
| WA | The denial of the impact of drugs and alcohol. |
| WI | Our children are involved in drug abuse and alcohol abuse. |
| WI | School libraries may have negligible or outdated collections of American Indian materials. |
| WI | Because of the lack of knowledge about American Indians, they have been misrepresented, stereotyped or omitted in the curriculum. This directly affects how society perceives American Indian people and how the Indian sees her/himself. This omission, misrepresentation or stereotyping or Indian students impacts negatively on all students. |
| WI | Students and parents alike do not find schools to be "nurturing places" where learning can occur. Individual student achievement is low, staff is not empowered, parent and community involvement is minimal and multicultural diversity often excludes the American Indian. |
| WI | Indians suffer from alcohol abuse, unemployment and poor dietary habits. Indian students suffer from low self-esteem and lack of self respect. |
| MN | Alcohol and chemical abuse. |

## RECOMMENDATIONS

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| AL | Establish federal laws, regulations, and controls which would eliminate opportunities for the sale of controlled substances or alcohol to school children. |
| AZ | Effective mental health counseling dealing with stress, life-coping and other needs must be incorporated into basic educational programs to address the high rates of suicide and substance abuse among Indian students. |
| AZ | Special consideration needs to be given to addressing the effects of fetal alcohol syndrome on the educational needs of children. |
| AZ | Student counseling programs for wellness should be expanded and should include traditional healing practices and substance abuse avoidance strategies. |

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| AZ | More libraries and other educational resources must be provided in communities to support and assist the learning process. |
| AZ | Multi-disciplinary teams should be developed to assist students suffering from various forms of abuse. |
| AZ | Cooperative efforts must be initiated between the parents and the schools to ensure the safety of the home environment for each child by eliminating drugs, alcohol or other forms of abuse. |
| AZ | Tribes should cooperate in the creation of a national clearinghouse on alcohol/drug abuse information to assist Indian communities and determine a workable curriculum for Indian students. |
| AZ | Substance abuse counselors serving Indian students should be required to complete a tribally designed certification program to familiarize them with Indian values and cultural practices. |
| AZ | Tribes should support tough legislation to be passed to restrict drugs and alcohol and emphasize that they do not mix with education. |
| AZ | Reservation schools typically are housed in inappropriate, ill-equipped facilities. This arrangement discourages the schools from meeting the needs for multi-purpose activities, such as opening school facilities for night community use, providing child care for young parents and the development of parent/community-made materials for publication within the school settings. |
| AZ | One of the greatest problems facing Indian students is the lack of adequate educational facilities. For public schools located on or near Indian lands, most of the problems regarding facilities stem from Public Law 81-815, Impact Aid, which is outdated and underfunded. |
| AZ | Its provisions prohibit Impact Aid money from being used to replace facilities which were built with the same funding. Buildings constructed some 40 years ago were not designed for the age levels or educational needs of today's students. |
| AZ | The federal government must recognize and accept its responsibilities to American Indian students because the presence of federal trust land reduces property taxes for facilities development to almost nothing. |
| AZ | The problems of funding for facilities must be addressed positively and immediately. |
| AZ | A basic goal of each school must be to serve the community as a whole and to ensure the maximum possible use of facilities for the benefit of the community. |
| AZ | Schools must safeguard the right of every child to attend a safe and secure school facility with a positive learning environment which enhances students' self-esteem. Compliance with building codes, including early childhood facilities, need to be enforced. |
| AZ | The background check investigation process should be emphasized and expedited and combined as a part of internal in-service training. |
| AZ | All schools receiving Federal funds must adopt a policy affirming the goal of safe and alcohol-free and drufree schools. |
| AZ | Obviously, this is a goal that everyone wants, at least in theory, from the local to the national level. The safety of schools could be easily attained if schools were permitted to expel any student involved in substance abuse. But what would happen to those students? The complication is that society wants the schools to be responsible for providing prevention education, which is reasonable, |

along with counseling, remediation and a wide gamut of activities for students who become involved in substance abuse, for which many schools lack qualified and trained personnel, funds and other necessary resources.

AZ This is one of several areas where society is placing a heavy burden upon the schools to counteract what is happening in the homes and on the streets without providing at the same time the full support and resources necessary to carry the burden.

AZ Teen pregnancy is a major cause of students not completing school. Programs of education, prevention and behavioral strategies to reduce teen pregnancy are needed in the schools and in the communities. At the same time, teens who do become pregnant need to be encouraged to complete high school and begin post secondary education as well. This means developing parent effectiveness programs at the schools, day care facilities at the school, teen parent counseling and assistance programs at the schools.

AZ Substance abuse prevention programs must be a comprehensive part of every school curriculum. The Navajo Nation's Beautyway curriculum needs to be incorporated into the prevention programs of the schools. Treatment resources need to be made available to students who do develop problems with substance abuse. After care resources and group living resources need to be developed for adolescents returning to school from treatment. The use of boarding schools as a resource in this regard should be explored. The use of funding from educational programs and substance abuse prevention and treatment funding sources needs to be coordinated in this effort. Where federal laws and regulation prohibit or are not supportive of such coordinated efforts, they will need to be changed to pool resources to meet common objectives.

AZ Resources should be provided by the federal government to assure that every elementary, middle and high school has the services of a library media specialist. Congress should provide categorical funding for library development in publicly funded schools, including technologically based instructional resources and means to access off site information electronically.

AZ Native American authors should be recruited to develop educational materials to be made available to Native American students. Funds to support their work should be allocated and funds provided to libraries and schools to purchase the works produced by such authors and other Native American writers.

AZ The physical support for public education is threadbare in the Navajo Nation. School buses are inadequate in number and often ancient and in need of constant maintenance. Students often cannot participate in after school extra curricular activities because there is no way for them to get home. Even for the regular school day, students often spend an hour or more each way riding old, uncertain buses over inadequate, poorly maintained roads.

AZ To address this need, funding for BIA schools and public schools needs to more realistically address school bus transportation needs in rural areas. Directives to GSA, to states setting transportation allowances for evaluated school districts are needed. In addition, the BIA and the Department of Transportation need to undertake a comprehensive analysis of road development needed in the Navajo Nation and other Indian Nations, with priority given to roads needed for school bus routes. Once need has been accurately assessed, a prioritized, multi-year plan to pave and improve roads needs to be established and incorporated into each year's Federal budget.

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| AZ | School facilities likewise need to be comprehensively renovated, rebuilt and added to. Neither in public nor in BIA schools do Navajo students enjoy facilities which are structurally sound or academically appropriate. As a first step, the Congress or the President should call for a comprehensive inventory of existing school facilities in Indian nations in both the BIA and state public school systems and a realistic assessment of school construction and school renovation needs. The physical state of school facilities in Indian country belies the words of support for Indian education emanating from the federal government. A comprehensive federal initiative to improve school facilities would be a good way to initiate the new Federal/tribal alliance for school improvement. |
| AZ | Funds from the Office of Substance Abuse Prevention could be coordinated with school resources to provide supportive environments for students returning from substance abuse treatment programs. Programs of community education could be offered in school facilities, returning them to a more multipurpose community resource status than they enjoy at the present time. These are only examples. The point is that a Navajo Department of Education could more effectively achieve such coordination. |
| AZ | The Navajo Department of Education could coordinate adult literacy education and community education with school programs and resources. The disparate jurisdictions governing education in the Navajo Nation now result in waste of many education resources. Schools lie empty evenings, weekends and summers while community programs go unhoused because of lack of separate facilities for adult education, for community building neighborhood projects, etc. |
| CO | It is critical to identify, disseminate and fund alcohol and substance abuse programs that are effective with Native students. |
| CO | Family, peer and community support systems should be a part of every program. |
| CO | Schools and communities must provide for Native young people healthy recreational opportunities and extracurricular activities that address cultural values as well as alcohol and substance abuse. |
| CO | Programs should include training materials such as videos and manuals that help people learn to teach and assist others. |
| CO | Social problems associated with alcohol and substance abuse such as alcoholic and abusive families, unemployment and poverty must be solved in order to discourage abuse as a form of escape. |
| CO | Adequate funding is required to insure that school libraries and classrooms are well supplied with culturally relevant and engaging books, magazines, newspapers, videos and films. |
| CO | Libraries should be staffed with qualified librarians and should use automated, up-to-date computerized information retrieval systems. |
| CO | Traditional Native American religious practices such as the use of peyote in religious services should not be a casualty of the war on drugs. |
| CO | Programs must begin in the early grades and at pre-school levels and not be postponed until middle or high school when problems are urgent and rapidly escalating. |
| ID | Additional funding for drug and alcohol prevention programs. |

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| KS | Programs should be established which will foster the development of spiritual identity, cultural reinforcement and abstention among Native American students in public, private and federal educational institutions and programs, preschool through college. |
| KS | Native American populations need to have their heritage and cultural background well represented in the library and archives of the tribal and nontribal groups throughout the Nation. |
| MI | All groups must choose, use and evaluate facilities, textbooks, technologies and other resources in teaching based on statistical evidence of success of the product and upon accepted outcome measurements. |
| MI | The educational system must develop culturally sensitive programs and services which identify and meet the special needs of fetal alcohol syndrome, AIDS and Agent Orange effects on American Indian children. |
| MI | The education system must urgently develop culturally sensitive AIDS prevention programs and disseminate the information within the American Indian communities. |
| MI | Services to American Indian families need to be handled with an understanding of the entire family or individual need when addressing substance abuse, child abuse and family abuse issues. |
| MI | Drug-free schools legislation must be changed, allowing Indian tribal governments the same access as an LEA. |
| MI | Pass legislation to provide family preservation services, promote a community-based system of care for children and ensure treatment for families affected by substance abuse. |
| MI | Classroom environments which allow for individualization, learning disabled identification. |
| MI | Increase funds for substance abuse outpatient, in-patient programs. |
| MI | Early identification of substance abuse as a problem. |
| MI | Funds put into teen-recreaction centers. |
| MI | Parent/student supportive counseling, via school, community and media. |
| MI | Work to change the general attitude to drugs and especially alcohol as being socially acceptable. |
| MI | Alcohol and drug abuse should be addressed at an early age to students by instructors that are knowledgeable of said project. |
| MI | Services to American Indian families need to be handled with an understanding of the entire family or individual need when addressing substance abuse, child abuse and family abuse issues. |
| MI | There is a lack of safe and affordable housing for American Indian families and higher education students. |
| NM | Early intervention programs must address issues related to dysfunctional families, Fetal Alcohol Syndrome, child abuse and substance abuse. |
| NM | In reference to P.L. 100-297, provisions must be included to assure safe facilities, forward funding and additional transportation needs. |
| NV | Safe-continual bus transportation for Indian students. |
| NV | Safe facilities. |

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| NV | Funding for prevention/intervention programs for drug/alcohol, teenage pregnancy, AIDS information and gangs. |
| NV | Increased funding for hiring, information, etc. on alcohol and drug programs. (counselors). |
| NV | Coordination with existing programs and/or inter-agency agreements with various programs. |
| NV | Development of a Youth Treatment Center in Nevàda. Securing funding for, building, staff, maintenance, etc. |
| NV | Channel money to tribes and not to the state. |
| NV | Involvement (politically) with the state government. |
| NV | Mandate employee background checks and also incorporate to tribally run schools. |
| NV | "Dry" reservations. |
| NV | Strict enforcement of tobacco use in schools. |
| NV | Legislation for "drug free" facilities with all tribal programs. |
| NV | Securing tribal support. |
| NV | Alcohol/drug free youth activities. |
| NV | Incorporate alcohol/drug counselors in the schools. |
| NV | Planning pilot projects for student assistance programs. |
| NV | Encouragement for students to become involved in extracurricular activities, i.e., cultural, school, sports. |
| OK | The establishment of the State Indian Child Advocacy Council to ensure the health, protection and education of Indian children. |
| OR | With the exception of Goals # 2and 9, 95% of the conferees believed that each of the goals should be established as national, state and local goals. |
| SD | Implement drug and alcohol education and prevention programs for the whole family. |
| SD | Use more Native personnel to assist in alleviating lack or parental involvement. |
| SD | Make prevention, counseling, intervention, and AIDS education a part of curriculum development. |
| SD | Increase funding for school facilities and provide them in a more timely fashion. In addition, guidelines for school size, etc. promulgated by the BIA must be reviewed and made more reasonable and realistic. |
| SD | Students be provided a safe, substance free learning environment in which conflict resolution is the norm and healthy lifestyles are rewarded. |
| SD | Culturally appropriate interventions for alcohol and substance abuse, AIDS and sex education, parenting skills, counseling (personal and career), suicide intervention, and academic support must all be targeted for development and implementation. |
| SD | Full and timely funding to meet school construction needs must be a priority so children are educated in environments that build on traditional values rather than tear them down. |
| TX | Schools must make greater efforts to keep drugs and alcohol off campuses and to improve general safety for school children. |
| UT | Identify students from dysfunctional/abusive families and offer support. |
| UT | Reservation and BIA schools need to be made more attractive to attract top quality educators. |

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| UT | Provide funding for an Indian drug/alcohol counselor to provide outreach to the college campus for American Indian students. |
| UT | Provide workshops to make students aware of danger signals regarding alcoholism and promote awareness of how to help friends as well as how to seek professional help. |
| UT | Identify students from dysfunctional/abusive families and offer support. |
| UT | Reservation and BIA schools need to be made more attractive to attract top quality educators. |
| WA | Lobby for Indian education funds and better school facilities. |
| WA | More money for programs dealing with alcohol/drug abuse prevention for families. |
| WA | Support reservations to become drug and alcohol free. |
| WA | Mandatory drug testing. |
| WA | Native American D.A.R.E. officers. |
| WA | Designate alcohol and drug free schools on reservations. |
| WA | Enforce what is in place as far as drug and alcohol free environment. |
| WA | Strengthening qualities of home -- funding to provide programs that focus on the family via parent/teacher committees. |
| WA | Safety naturally follows given that the above recommendations are implemented. |
| WA | All laws (state, local, federal and tribal) need to reflect the unique needs of Indian students, especially in terms of the impact of chemical dependency and the addictive environment to which many Indian students are exposed. |
| WA | Because of the shortage of trained alcohol educators/counselors, non-Indian alcoholism prevention workers need to be paired with an Indian person who can help with training sessions for Indian students. |
| WA | Health care, such as alcoholism treatment, needs to be Indian specific. |
| WA | Indian Health Service screenings need to include screening for Fetal Alcohol Syndrome/Effects for children as well as adults. Screening for other development delays and chronic health problems which impact learning also need to be more thorough. |
| WA | IHS needs to develop a curriculum on FAS. The curriculum then needs to be given out to the schools. |
| WI | Indian people should be involved in textbook selections. |
| WI | Schools should incorporate, at the earliest opportunity, the effects of alcohol on students and families. Schools should devote time to inform students of the various jobs and locations available in the country as well as prepare them for opportunities abroad. |
| WY | Implement parent training at Head Start on fetal alcohol syndrome (FAS) and fetal alcohol effects (FAE) because of the problems with alcohol and drugs. |
| WY | More counseling services to deal with a child's needs (i.e., dysfunctional families, alcoholism). |
| WY | The President's efforts into drug/alcohol prevention programs should be continued -- demonstration projects should be turned into service projects to serve reservation community. |

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| WY | Need to continue drawing on resources of a wide variety, i.e., Chapter I, Title V Title VII, JOM Impact Aid and drug and alcohol programs for individual growth. |
| WY | Increase education of alcohol effects within schools and communities. |
| MN | Create comfortable/ convenient classroom settings for learners. |
| MN | Promote healthy and safe lifestyles. |
| MN | Schools need to address violence, whether social or gang related. |
| MN | Economic hardship inhibits participation in children's school (e.g., transportation). |
| MN | We support facilities and infra-structure for all tribal colleges. |
| MN | More people involved in Indian education should be informed about the Minnesota American Indian Advisory Committee and encourage Indian C.D. counselors to develop our own criteria for licensing Indian C.D. counselors; because the method now being used to acquire state credentialling keeps some of our strongest traditional healers from being hired as counselors. |
| MN | All of our trainers should be given enough training on racism that they feel comfortable addressing this issue in their counseling. |

## GOAL 8

## ADULT EDUCATION AND LIFELONG LEARNING

By the year 2000 every Native adult will have the opportunity to be literate and to obtain the necessary academic, vocational, and technical skills and knowledge needed to gain meaningful employment and to exercise the rights and responsibilities of tribal and national citizenship.

### CONCERNS

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| AK | There was a need to define tribal and national citizenship, as well as meaningful employment. |
| AK | In rural Alaska, there is little economic opportunity for highly skilled and trained individuals. |
| AK | No programs are available to help people go from rural to urban living. |
| AK | Lack of knowledge on how to obtain funds for starting small businesses. |
| AK | Voc-tech program are not readily available throughout Alaska for students as well as adults. |
| FL | Native Americans are not identified as a target group in all Federal/State Legislation which deals with special educational or vocational needs. Many special programs target particular groups or minorities, but do not specifically name Native Americans as a minority. As a result, Native Americans are not included as a target group in the funding and administration of special needs programs. |
| FL | Native Americans are not identified in statistical data used in educational funding formulae. Process is already implemented for other minority populations. |
| FL | Many Native American adults are not aware of the Adult, Vocational, and Technical Education services available to them. |
| FL | Native Americans are such a small percentage of the population that they often do not meet the minimum requirements to be considered in education funding formulae. The Carl Perkins Act has made it impossible for small Indian groups, small vocational technical schools, and community colleges to provide vocational educational programs for Indians because those groups do not meet the minimum population requirements of the new formula. |
| MI | Unemployment rates. |
| MI | Lack of Voc Tech programs due to location and costs. |
| MI | Social problems/ substance abuse/poverty. |
| MI | Lack of jobs available after Vocational training within local community. |
| MI | Reluctance to admit illiteracy. |
| MI | Lack of qualified people to teach. |
| MI | Lack of funding to design and implement programs which adequately meet community needs. |
| MI | Self-esteem issues, low self confidence. |
| MI | Lack of understanding by non-native community of the dual rights of citizenship. |
| MI | Lack of student exposure to voc-ed opportunities. |
| MI | Institutional racism -- overt/covert. |
| MI | State regulations concerning eligibility into employment and training programs. |

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| MI | Lack of community support in this effort. |
| MI | Lack of remediation programs to assist vocational education students in basic math and reading which would allow for further skill development. |
| MI | Lack of free or low tuition vocational education programs for older students returning to education or seeking skill development. |
| NV | Lack of higher education/vocational funds. |
| NV | Nevada does not have an established Indian community college that offers vocational classes. |
| TX | Almost one in eight students have been directed into vocational education programs, a number that seems extremely high since the total number of students represents children at all grade levels. |
| UT | Many potential Native American students do not even try to attend post-secondary because they don't know what to do with their children while attending classes. |
| WA | Apathy/learned helplessness as far as tribal and national citizenship responsibilities. |
| WI | While there has been growth in the post-secondary and vocational student population, the Oneida tribe has fallen short of its funds for these students by 7% in Fiscal Year 1991. |
| WI | Figures reveal that Indian students in the Vocational, Technical and Adult Education are entering the system academically unprepared for the program of their choice. Yet, tribes are unable to fund remedial courses or programs. |
| MN | Adult education should be recognized as an immediate priority; the present needs are severe, we should begin to document this by National/State surveys to develop current profile of Indian adults: high unemployment & school drop-out rates; many students in post-secondary now have GED vs. high school diploma; non-traditional post-secondary students - average 28 years old and have two dependents (Indian Scholarship Assistance Program (SAP statistic); and extra help is needed to compete with other students and stay in school, remedial basic skill programs. |

## RECOMMENDATIONS

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| AK | Large regional corporations should look at ways of developing jobs for the shareholders. |
| AK | Small business programs need to be taught in rural Alaska. |
| AK | Expand distance delivery programs at the local level. |
| AK | Local governments, as well as school districts need to look at training local people for the jobs they offer. |
| AK | The schools must keep their doors open for public access by expanding community school services for parents to use math and reading labs such as are provided in Chapter I schools. Schools must change negative attitudes towards parents about not being involved in the education of their children. We need to educate parents about rights and responsibilities and establish policies locally so parents are active partners in education. |

AK School boards must set aside their political agendas, must educate themselves to the dynamics of youth at risk and must have the courage to accept and support the fundamental changes in our schools that are desperately needed for students at risk who come to our classrooms with the need to learn. To prepare school boards for this complex task, funding must be made available by DOE for school board training, appropriate for Native villages and urban areas.

AL By the year 2000, Vocational/technical education will be available to Indian students who qualify for such specialized training.

AL Continue to fund vocational/technical education through the federal vocational and adult education programs in the public and tribal schools.

AL Provide funding for federal and state recognized tribes and communities who qualify for vocational and technical training.

AL This goal would not change present funding; additional funding will be necessary for tribal and community vocational programs.

AL By the year 2000, state and federal governments should appropriate adult education funds above the levels now provided for Indian tribes and communities in order to meet their unique needs.

AL Provide new or alternate sources of revenue to fund adult education programs for state and federal tribes and communities.

AZ Expand vocational education and job skills programs to address the needs of the high percentage of Indian students who do not go to college.

AZ Literacy programs for parents should be supported and more adequately funded.

AZ Schools should provide vocational/trades programs for all students to acquire entry-level work skills, especially for non-college bound and special needs students to assist economic development of tribes.

AZ This should be a national, state and tribal goal for all adults, even though it poses a monumental task. The restructuring of schools and the educational process itself must focus upon learning as a life-time process. Ideally, especially in reservation settings, schools should be restructured into learning centers, encompassing early childhood through adult education. The lingering concept of a nine-month school year and a six- or seven-hour school day must be transformed into the concept that schools are learning centers with services available to all people, all day and all year.

AZ It must be noted that, in terms of many Indian adults, some way must be found to create a greater incentive than presently exists for learning. When high school, post-secondary and even college graduates cannot find jobs on reservations, there is not a great deal of motivation for learning. On a number of reservations, many Indian adults are surviving, are even living good lives, without bothering to learn to read and write or to speak much English.

AZ Schools must function as a resource for parents and community members, providing adult education, activities for senior citizens, foster parents and grandparents, and actively involving the community as a whole in the educational process.

AZ Career orientation should begin at a very early age.

CO Life skills and career education must be provided.

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| CO | Being able to provide for one's own basic economic needs -- to have the fundamental abilities to read directions, fill out job applications, interview for jobs, interact successfully in the workplace, solve problems, and function effectively in the working world is important for economic security and self-esteem. Schools need to prepare students for a rapidly changing and highly technological world. It is important to acknowledge that the jobs of the future may not exist at this time. Vocational skills must include ability to adapt, retrain, and learn throughout life. To send students away from twelve years of schooling without the ability to work in productive and meaningful ways cannot be tolerated by Native people. We must look to the future and demand that schools prepare students for responsible roles in this new century. |
| CO | Partnerships should be created with private businesses and corporations to develop such things as mentor programs and funding for up-to-date equipment for vocational programs. |
| CO | Training for vocational roles, as a priority, should encourage thinking skills, including problem-solving, decision-making, critical thinking, and creativity. |
| CO | Vocational programs must have trained Native counselors and be focused on jobs of the future as well as preparation for traditional occupations. |
| CO | Career awareness programs and interaction with Native role models are important in presenting to young people the number of options available to them. |
| CO | Many vocational programs require extensive equipment, such as computers. Outdated equipment will only prepare students for outdated occupations. Students learn by doing and they must have adequate access to appropriate equipment. |
| CO | Native adults must have access to literacy, adult basic, GED, and life skills education through entitlement funding. |
| FL | Implement alternative educational, vocational and leadership programs for students "at risk." Responsibility: State and local educational agencies, tribes and Florida Governor's Council on Indian Affairs (F.G.C.I.A.), Inc. |
| FL | Work with community members to organize career days/fairs sponsored by tribes and Indian communities. Responsibility: Individuals, Tribes and Indian communities. |
| FL | Native Americans will be included/targeted for all funds available for special education and vocational needs, regardless of age. Responsibility: Federal and State governments. |
| FL | The federal government must charge states with developing special funding to enable adult Indians and Native Americans to obtain the necessary academic, vocational and technical skills needed to become literate and gain meaningful employment. Responsibility: Federal Government. |
| FL | States should be mandated by Federal Government to include Indians and Native Americans on the I.P.E.D. form as they do with other student populations in Vocational Education. Responsibility: Federal Government. |
| FL | All projects/programs should be required to do outreach to Native Americans within that program's service area. Responsibility: Federal, State, local education agencies and other adult education programs, including J.T.P.A. |

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| KS | Retention of adults in adult education programs could be helped by strong supportive services such as: child care, transportation, counseling, tutoring and job placement. |
| KS | Encourage states to overhaul their adult education teacher certifications to address culturally-diverse students. |
| KS | Redirect adult education funding to make more adult facilities and programs available such as distance-learning options (correspondence, video-tape, audio-tape, satellite, Telenet, etc.). |
| KS | Develop outreach programs that enhance self-esteem, encourage personal development and promote life-long learning skills. |
| MI | Expand the services of adult literacy programs to better meet the needs of American Indian people. |
| MI | States must provide funds to American Indian communities to develop Adult Education programs. |
| MI | Assure American Indian Communities the opportunity to develop Adult Education programs. |
| MI | Improvements in quality and quantity of voc-tech skills within the regular high school curriculum. |
| MI | Job placement. |
| MI | Continue tuition waiver/increase to include voc/ed training programs. |
| MI | Increase funds at tribal level for programs. |
| MI | Increase funds for Indian centers/training and employment, including remedial training as needed. |
| MI | Provide needed certification among parents, tribal groups to be used as needed. |
| MI | More monies should be appropriated to address the needs of adults who are interested in vocational skills. |
| MI | Educational awareness in Native and non-native communities. |
| MI | Have students work on employment skills. |
| MI | Affirmative Action programs. |
| MI | Special directives for tribal employment opportunities and which require completion of high school. |
| MI | Increased involvement with local consortium to create better coordination and recruitment. |
| NC | That more accessible and stronger efforts be made by the federal government to assure job training and employment for the unemployed and the underemployed; that all other Federally related programs be requested by the President to see to what extent these other federal programs might support and encourage efforts toward the National Education Goals; and that stronger partnerships be encouraged by the Federal level for businesses, industries and institutions of higher education to work in a collaborative manner to assist Indian students in achieving these National Education Goals by the year 2000. |
| NM | Schools should include Life Management Skills instruction within the curriculum to empower students to make critical decisions concerning careers, parenting, and future educational plans. |
| NN | Students need career awareness programs, careers which focus on professional careers, not just on technical and vocational programs. Career awareness programs, vocational education and pre-professional academic work needs to be referenced in the economic development plans of the Navajo Nation so that students can perceive real |

incentives for achievement in school and the Navajo Nation can use the schools to prepare its people to work in a developing economy.

NN The Navajo Nation should be encouraged and assisted to contract all special education programs operated by or through the BIA. The Navajo Nation should also be assisted to contract and provide all Federally supported services for persons with disabilities for which Navajo people are eligible. This would allow the Navajo Nation to provide a continuum of services for disabled persons from birth through adulthood. Such a continuum of services could serve as a model for tribally operated services to disabled persons. Contracting of BIA adult and vocational education would be consistent with this proposal as well.

NN Any post-secondary education plan needs to recognize the need of older Navajo students, many of whom have jobs and families and are pursuing their post-secondary education on a part-time basis and without geographic mobility. The Navajo post-secondary education plan must include ways to meet the career development and continuing education needs of these hardworking Navajo people.

NN To increase the availability of post-secondary education to Navajo people and completion rates in post-secondary programs, financial aid resources need to be evaluated, increased, and changed in their requirements. More room must be given to meeting developmental education needs as part of a student's college program. More attention must be given to the needs of students with children and families, students who are working. New sources of financial aid need to be developed and old sources reactivated. More IHS support for students studying to be nurses or doctors or human services workers is needed. A program such as the National Teacher Corps is needed once again. In addition, educational loans for Native Americans should be established to assist students unable to obtain grants of financial assistance for their education.

NV If we are to indeed be successful in these goals to perpetuate positive change, we must insist on a concerted effort which will encourage those individuals striving for higher education or vocational training the opportunity through adequately proportioned funding.

NV Development funding of an adult vocational education program.

NV Community based vocational education programs. (JTPA tribal funding).

NV Increased dollars for existing programs (ABE-Adult Basis Education) programs. More funding.

NV Coordination of state-local existing programs.

NV Tribal involvement planning pilot project.

NV Equitable access to programs for outlying communities.

OK Establish a formula for adult education with the base amount of funding for each Tribal program.

OK Funding for vocational training.

OK Use adult education monies to help with early childhood programs.

OK Establish secondary level alternative schools for Indian dropouts where academic, vocational, and cultural subjects can be studied.

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| OR | Adult education, including the states' responsibility in providing state-administered federal adult education funds and state funds to Tribes and communities must be given priority and adequate funding. |
| OR | With the exception of Goals # 2 and 9, 95% of the conferees believed that each of the goals should be established as national, state and local goals. |
| SD | Adult education programs including vocational agricultural programs be implemented by tribal colleges and institutions serving urban populations. |
| SD | Develop adult education programs which enhance skills of grassroots leaders and familiarize them with obstacles to change and with global perspectives about tribal concerns. |
| SD | Tribal colleges must look for ways to provide adult education services to urban populations. This may include delivery of programs in urban areas and teacher training and curricular support for off-reservation colleges and universities. |
| SD | To implement multi-disciplinary and multiple strategies for adult education and community education services. |
| SD | To focus adult education on literacy in tribal and Euro-American knowledge following established tribal standards. |
| SD | Adult and community education at all education levels with equal status to other programs and disciplines. |
| SD | Develop adult and community education programs, strategies, policies, and standards through collaboration of educators, elders, parents, and tribal leaders. |
| SD | Conduct an assessment of needs of Indian inmates for design of education services. |
| SD | Balance education, law and policy to encourage both professional and vocational education. |
| UT | Institute appropriate career education awareness programs in high schools and invite parent community groups to participate. |
| WA | There is a general consensus that increased funding is necessary for all levels of educational services from pre-natal to death. There is a general consensus that there needs to be a mechanism that allows tribes to access direct funding to administer and provide these educational services. |
| WA | Title V: Public schools in general are not providing quality educational services. The adult education program should be changed from being discretionary funding to being a formula program. More and more individuals need adult education services. |
| WA | Provide money for community educational programs. |
| WA | Improve the quality and pay for ABE GED instructors. |
| WA | Support life-long learning. |
| WA | Raise our expectations of ourselves and our programs; i.e., build self-esteem from the ground up. |
| WA | The purpose of education needs to go beyond the goal of becoming employable. Education is intertwined with a person's ability to be involved in many different aspects of life -- from religion, to art, sports, politics, physical and emotional survival. Education is more that academic learning. |

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| WI | Increase money available to tribes for vocational, technical education purposes. Increase student grants to reflect the true cost of childcare and transportation. |
| WI | Classes that pertain to tribal business, i.e., business administration, tribal government should be developed and offered at technical schools. |
| WI | Increase the higher educational and vocational-technical allocations for tribes. |
| WY | Implement skills classes (i.e. social, academic, independent living). |
| WY | In vocational education, legislation should be made easier to Indian school districts to apply for a set amount of funds for vocational buildings. |
| WY | Continue support programs at institutions of higher education for the recruitment and retention for the success of the Indian student beyond high school. |
| MN | Provide sufficient funding at the federal and state levels to promote Indian involvement and programming: most positions are part-time with no benefits to draw and retain Indian professional staff; increase Title V adult education appropriations to make adult education a priority; most funding is competitive entitlement vs. discretionary - Title V; more geographic consideration to fund programs - Title V; increase federal adult education grants to state to promote Indian programming priorities; require adult education state plans to address Indian adult education needs; and not enough state money or priorities to promote more on-going Indian adult programming. |
| MN | Define models and practices that work for Indian Adult Education programs: collaborate with tribal government whenever possible; culturally sensitive staff and curriculum is needed; create comfortable/convenient classroom settings for learners; flexibility for adult learners; work at own pace, individualized instruction, develop incentives to deal with sporadic attendance and multiple student problems; combine with parenting skills to help provide support for immediate family/personal needs, break cycles, and build self-assurance/self-esteem; and encourage goal setting and personal learning plan development. |
| MN | Alternative Teacher Licenser needed -- especially in rural areas: adult education licenser requirements are not always good for Indian programs; limits accessibility of Indian teachers; few Indian teacher role models available to work with Indian adults; and in-service teachers working with Indian adults to humanize/sensitive districts which do not have programs to meet special needs of at-risk Indian adults. |
| MN | Strengthen partnerships for future growth of adult programs: develop mechanisms for Indian adult program to network together to promote professional development; keep in step with changing welfare reform movements and new mandates on clients; advocate for policies that do not work against clients' need to basic survival (food & shelter); collaborate with non-Indian programs; sensitize instructional staff and enhance professional development of Indian staff by sharing modern adult education practices; work with human service, jobs & training and other supportive service agencies to help provide more comprehensive services for learner needs; promote healthy and safe lifestyles; low skill levels of clients |

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| | needs additional time and patience; educational needs are diverse; build skills in many areas for more modernly-day lifestyle involvement; and combine lifelong learning with basic skills. |
| MN | Assistance is needed to help parents manage their environment (resources, values, lifestyles). |

## GOAL 9

## RESTRUCTURING SCHOOLS

By the year 2000 schools serving Native children will be restructured to effectively meet the academic, cultural, spiritual, and social needs of students for developing strong, healthy, self-sufficient communities.

## CONCERNS

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| AK | School districts in many communities do not work cooperatively with communities to develop education plans to strengthen communities. |
| AK | Parents, elders and tribal members do not take an active role in their educational system. |
| AK | The passage of ANCSA developed two kinds of Natives, enrolled and "afterborn".(Post 1971) |
| AL | Inadequate means of disseminating information about substance abuse prevention. |
| FL | Identification of Native American special needs students is inadequate due to culturally biased assessment. Standardized testing is not always culturally appropriate and does not adequately measure the special needs of Native American children. Due to cultural differences, Native American children generally score lower on tests which measure verbal concept-ualization. |
| FL | Nationally, Native American students consistently score lower as a group on standardized tests; have a much higher than average dropout rate; and generally fall below the norm in all measures of academic success. In addition, schools fail to identify the developmental problems of Native American students and provide little opportunity for Native American parental involvement and participation into school curriculum and programs. School systems, including teachers, display a gross lack of sensitivity to Native American cultures and customs. |
| KS | It is documented and recognized that a testing bias exists against Native American children. |
| KS | Test results do affect a child's self-esteem. |
| KS | Holistic education includes the physical, mental, intellectual and spiritual needs not only of the children but the parents and adults of the reservation and community. |
| KS | Without the holistic needs of the students being met in conjunction with the active participation and education of the parents and adults, the current public education system fails. |
| MI | Required use of biased standardized test. |
| NV | Identified first and foremost was affirmation of the alarmingly high drop out rate experienced in our schools. This perhaps is attributed to other identified factors such as extremely high rate of alcohol and substance abuse, the lack of parental support and involvement, teenage pregnancy, the lack of communication, insufficient cultural sensitivity in both curriculum and program administration, the absence of incentives and/or scholarships for students willing to complete or further their education, and the lack of adequately trained personnel. Others identified major busing and transportation problems, discrimination issues, as well as the lack of sensitivity training for program personnel, parent committees and those associated or directly involved with Indian students. It was agreed that the lack of leadership, positive role models, the absence of commitment on the national, state, local, and tribal levels should be corrected to stimulate positive change. Over- |

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| | crowded classrooms, insufficient bilingual (ESL) programs, inadequate school facilities are also problems which were experienced by many communities. |
| OR | Lack of alternative testing models and procedures geared to the reality of cultural diversity. |
| SD | Much of the failure of Indian education today is attributable to the failure of white educators and institutions to consider the value and integrity of tribal life, family, language and culture in the delivery of educational services. Our recent efforts as native people to "own" and control our educational destiny is severely hindered by the past influence of mission schools and federal boarding schools. It is further eroded by the general failure of public education in America to provide for the needs of all children. |
| SD | As tribes are seeing more and more evidence of the failure of school systems to meet the needs of Native American students, the tribal governments are surveying ways of holding schools accountable and of monitoring school success. In addition, tribes are beginning to provide leadership in the identification of what is Indian education and what are the tribal values and traditions which we want education to promote. |
| SD | A school board member in another major public school system publicly stated that the reason their school had such high test scores was because few minorities attended that school. |
| TX | Inadequate funding, an uneducated population, untrained teachers and insensitive school administrations all are obstacles that might prevent the successful achievement of these goals. The lack of Indian parental involvement in the educational system is also detrimental to the achievement of these goals. |
| UT | Rigid academic and special education tests must deviate to include cultural differences in the testing and placement of Indian students. |
| UT | Achievement and special education testing is biased and rarely includes tribal culture considerations in the planning and provision of services to Indian students and their families. |
| WA | Historical problems between community and school district. |
| WA | Home learning does not transfer to school setting. |
| WA | Institutional politics prevent requiring Ethnic Studies credit. |
| WA | The debate of the academic community is no change vs. restructuring. |
| WI | 1054 Oneida students attend five different public school districts around their reservation. Students experience serious busing problems. There is a lack of Indian representation on school boards, high drop out rates and lack of adequate skills upon completion. The Tribe is in need of a high school on the reservation. |
| WI | Inequitable costs for tribal elementary and secondary education programs. |
| MN | Parent input needs to be valued and respected. School staff has a condescending attitude which makes parents feel "dumb". |
| MN | People pay lip service to parental involvement without providing meaningful partnerships. |

## RECOMMENDATIONS

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| AK | Schools must develop procedures to allow parents and community members access to the development of curriculum for communities. |
| AK | Develop wording in ANCSA to allow "afterborns" to be allowed into the corporations. |
| AK | Local control is the key to identification of problems/solutions for successful tribal governments. |
| AK | Schools must also have appropriate staff configurations including counselors for every grade level to effectively educate children when they arrive at the school house door, regardless of variations in student's interest, capabilities, or learning styles. Our state educational system must be fundamentally restructured to ensure that all students can meet higher standards. Our schools must focus on results not just on procedures. There must be powerful incentives for teacher performance and improvement, and real consequence for persistent teacher failure. Gifted, creative, and sensitive teachers must be recruited and more teachers who reflect our cultural richness must be trained and utilized. |
| AL | Develop comprehensive tax reforms and equalization of Federal funding for Indian Education in all schools. |
| AL | By the year 2000, new norms will be developed for culturally relevant standardized testing for Indian students. |
| AZ | Competency-based tests should be emphasized over norm-references tests in the student assessment process and tribal educators should be involved in test development.. |
| AZ | Parental input is vital to any "restructuring" of the schools to help define appropriate cultural and academic needs to be addressed. |
| AZ | Parents need to become involved at the policy level to promote successful schools. |
| AZ | Tribal education departments should cooperate in the development of appropriate criterion-referenced tests for their students and the development of relevant norms for standardized achievement tests. |
| AZ | Legislation should be changed to allow tribes to establish their own education departments and to control access to facilities for the community with funds in the formula for facilities, maintenance, and janitorial costs for 12 months. |
| AZ | Encourage each tribe to determine how they want local schools to address native language fluency. This would include meaningful educational codes and enforcement of such codes. |
| AZ | A basic goal of each school must be to serve the community as a whole and to ensure the maximum possible use of facilities for the benefit of the community. |
| AZ | Programs in existence need to be funded using an assessed needs approach. Coupled with this, needs have to be quantified and educational programs consolidated in terms of continuity for the students. This would include tracking of the students' progress. |
| AZ | Parents must teach native languages and culture at home to enable the schools to effectively reinforce the learning. |
| AZ | Schools must function as a resource for parents and community members, providing adult education, activities for senior citizens, foster parents and grandparents, and actively involving the community as a whole in the educational process. |

CO The current structure of schooling in America is not good for many children, but it seems to be particularly inappropriate for Native children. Too often parents are excluded, the common structure of the schools does not incorporate the cultural and spiritual aspects so central to Native people, competition is encouraged, standardized testing dominates and directs instruction, and the curriculum usually ignores the contributions of Native people to the strength and diversity of the nation. Restructuring is imperative for Native children. Restructured schools may take many forms. However, we know that all schools must be both physically and psychologically safe, young people must feel respected and cared for, and teachers and parents must have high expectations and demonstrate a wide variety of personal and professional skills.

CO Local codes of education should be developed in response to what is best for Native children.

CO Focus or magnet schools will bring Native children together so that they are not isolated from other Native students. The curriculum will be appropriate and Native families will not only be teachers and contributors, but they will feel comfortable in a setting that respects them and values their presence.

CO Parents should have options as to the kind of schooling they want for their children. In urban settings, this may mean vouchers to the schools of their choice.

CO Schools should develop the strengths and talents of individual students and not encourage conformity of thought and behavior.

CO The school should be restructured so that it is a community center -- with its facilities and equipment available to the community, adults as well as children.

CO Schools should be restructured, when, to have more of a holistic perspective, integrating physical, social, emotional, spiritual aspects of life. A school should have a feeling of extended family and be organized in ways that are congruent with traditional values.

CO Layers of bureaucracy keep Native people from exercising leadership in the schools that serve their children. Self-serving bureaucracy must be eliminated and local control established.

FL Early identification of special education needs to be achieved through mandatory use of testing instruments which take into consideration the cultural differences. Testing follow-up should include parent training of identified students. Responsibility: Local levels held accountable for testing; Federal mandate needed.

FL Include a service payback provision for the recipients to work for an Indian tribe or community upon completion of their academic program, by using existing programs as models (e.g. medical and dental school program). Responsibility: Federal.

FL Fields of study recognized by program should be changed to include all majors at both the baccalaureate and post-baccalaureate levels. Responsibility: Federal.

FL Critical need areas must be determined by the tribe or Indian community through annual surveys and forwarded to OIE. Responsibility: Tribe or Indian community.

FL OIE fellowships should be awarded and funding commitments should be made prior to the beginning of the school term. This would enable students to begin school immediately. Responsibility: Office of Indian Education.

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| FL | Information on the testing patterns of Indian students on the WISC-R must be considered if the scores of Indian students are to be compared to the scores of Anglo students, as Indian students tend not to be very expressive verbally. |
| KS | The educational system be restructured to extend into and include the community, not just the teachers and students, into the schools. |
| KS | A committee of test experts including Indian educators be established to examine currently utilized tests for cultural bias, including word ambiguity. |
| KS | The committee's goals will be to develop an alternative method of assessing student achievement, including the use of multiple forms of evaluation. |
| MI | Use numbers (assessment measurements) constructively. Eliminate mandates and numerical goals. |
| MI | All American Indian students must have a personal education "Learning Plan" which is developed in coordination with the student, parent, family and educator to address the direction for that student's learning. |
| MI | The BIA, ANA and Federal Department of Education must initiate funding programs to assist tribal governments and urban American Indian organizations the opportunity to design new early childhood programs or expand existing programs. Available dollars must be available for program start-up and construction as well as staff development/training dollars. |
| MT | Large numbers of American Indians reside off reservation and do not benefit from education programs designed for their benefit and participation. The President and Congress must revise the Johnson-O'Malley Act to include all eligible American Indian students and increase the level of funding. |
| MT | BIA educational dollars are not in sync with levels of participation. |
| MT | BIA boarding school institution is not in sync with universal expectations for participation and self-determination. The President and Congress must review the mission, intent, and effectiveness of boarding schools, especially as they relate to cost effectiveness, cultural expectations of tribes, community values, the educational delivery system, and parental responsibilities and expectation. |
| NC | That all laws, regulations and policies should be all-inclusive toward Indians. |
| NC | That the term "minority" should include Indians. |
| NC | All federal (and state) policies that affect Indian people, including students, should have "set-aside" funds for Indians. |
| NC | A belief that underlies the above answer is that it is not practical to expect a student to learn effectively if she or he comes to school without breakfast or is poorly clothed, or was abused at home or in the community before he/she arrives. North Carolina Indians believe that parents of Indian students need to be better trained and educated about their responsibility as parents; that expanded efforts need to be undertaken to improve housing, transportation and health care; and that federal policies should assist in creating "incentives" to get parents more involved in the education of their children. Schools should always be places that say "We want you here" to parents. In this regard, schools should be places where parents can get referrals about other services available to assist them with |

any concerns or problems. Moreover, all teachers should be sensitive to "Indian Studies" in order to enhance the "pride in their heritage" that often shapes the self-concept of Indian students. Still another area of concern relates to the traditional relationship between Indians and the land; the inherent privilege of fishing and hunting should be ensured by the Federal government for future generations.

NC The Director of Indian Programs in the U.S. Department of Education should be redesignated as an assistant secretary, reporting directly to the secretary of the department. Duties of this expanded position should include the coordination of all programs, planning and policies dealing with education for Indian students.

NC The National Advisory Council on Indian Education (NACIE) should be fully funded to achieve its goals and that new goals be assigned by Congress, such as serving as a center for information about all Federal programs that address Indians; that NACIE be depoliticized to the end of having a member to represent population or geographic areas in this country; and that a focus on parent involvement be an equal concern of enhancing achievement for Indian students. Moreover, NACIE should also serve as a monitor for Indian students' progress toward the National Goals for Education.

NC The Indian Nations at Risk Report should be used as a primary reference document when establishing Indian Education policies.

NM Competency testing for Indian students must be revised to more adequately assess their knowledge and competency. Performance assessments may be required.

NN The approach to teaching proposed by the conferees, would require smaller teacher/student ratios than which now exist in many schools. Maximum teacher/student ratios should be set lower at each grade and funding formula based upon such ratios.

NN Students need to be prepared for college entrance requirements, such as the ACT and SAT exams. Model programs to achieve these goals need to be encouraged through federal school effectiveness programs which can be accessed by Indian tribes as well as by schools and states.

NN School environments need to be tightened up, i.e. using closed campuses, initiating strict student rules regarding violence. This stricter atmosphere should not be harsh, rather it should be matched with a comprehensive counseling services to help students find non-destructive means of meeting needs.

NN Teacher proficiency testing needs to be evaluated. This does not mean it should be eliminated. Rather, tests used need to be evaluated to remove any cultural bias. When that is done, Navajo students need to be assisted in meeting the standard of an unbiased test. One way students could be assisted in this regard is to recognize that for many, English is still a "second language" when they reach college. Colleges and universities need to provide intensive developmental work in English language skills comparable to the programs they offer to foreign students.

NN School buses are inadequate in number and often ancient and in need of constant maintenance. Students often cannot participate in after school extra-curricular activities because there is no way for them to get home. Even for the regular school day, students often spend an hour or more

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| | each way riding old, uncertain buses over inadequate, poorly maintained roads. |
| NN | Just as an example, funds from the Office of Substance Abuse Prevention could be coordinated with school resources to provide supportive environments for students returning from substance abuse treatment programs. Programs of community education could be offered in school facilities, returning them to a more multi-purpose community resource status than they enjoy at the present time. These are only examples. The point is that a Navajo Department of Education could more effectively achieve such coordination. |
| NN | The Navajo Department of Education could coordinate adult literacy education and community education with school programs and resources. The disparate jurisdictions governing education in the Navajo Nation now result in waste of many education resources. Schools lie empty evenings, weekends and summers while community programs go unhoused because of lack of separate facilities for adult education, for community building neighborhood projects, etc. |
| NV | Encourage tribal, parental and community involvement. |
| NV | Develop community based education programs to interact with local and state resources. |
| NY | All Federal policies need modification and re-examination to meet the needs of Native Americans. For example, New York State does not have Federal boarding schools operated by the BIA - never did, never will. |
| NY | "Band aid policies" will not be effective from the Federal level; change must come from the local level -- the local school districts, the respective states, and the Native American community itself. |
| OK | Recommend that the Bureau open up for tribes to expand existing programs and to develop more programs that address the needs of the children and parents. |
| OR | Approximately 50% of the conferees, however, indicated that Goals #2 and #9 should remain more a local responsibility. The comments provided by those who supported this thesis focused on their belief that families, tribal communities and tribal education programs should have initial responsibility for providing the cultural specific foundations necessary to succeed in school and reach their full potential as adults (i.e., language, values, customs, traditions, spiritual foundation). |
| SD | Tribal values which include tiyospaye (extended family), respect, etc. are practiced in the schools and ways to teach and honor these values are discovered and promoted by Indian educators. |
| SD | Tribal education department funding, as authorized by P.L. 100-297, be requested by the BIA and appropriated by Congress to establish education departments and to support development of education codes for all tribes. |
| SD | Both home and center-based programs should be available allowing parents a choice and further opening the doors for educational opportunities. |
| TX | The American Indian population must be better served by existing Federal programs. Some sort of Federal contact point for the state's many urban Indians must be created. |
| TX | No consolidation of federal education programs. Under consolidation, funding would be granted to tribal entities resulting in disbursement disagreements and political infighting. |

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| | The consolidation would only be workable if funding for the programs could be separated. In that event, there is no opposition to the consolidation. |
| TX | We need to upgrade and expand programs at established Federal Indian schools (none of which are in Texas) and use them to establish and prepare special Native American educational programs for use in elementary and secondary schools throughout the United States. Such programs must be made more accessible to Texas Indian students. This should be a priority of the Federal Indian schools. |
| UT | The Utah State Office of Education, special education services department, Indian tribes, and Indian educators must work in concert to initiate concrete efforts of developing alternative and/or supporting academic testing instruments which take into consideration the Indian students' unique characteristics. |
| UT | Parents need training to become active partners in the educational process. A more cooperative interaction needs to take place between the parents and school. Training in parenting for assumption of responsibilities with all its ramifications need to be provided. School staff must be a party to the training as well as being direct facilitators of the process. |
| WA | Rebuild schools. |
| WA | Include local governments, law enforcement, schools, churches -- all aspects of the community to restructure. |
| WA | Involve all people who represent academic, cultural, spiritual, and social aspects of the community. |
| WA | Develop a strong community to develop the schools. |
| WI | Changes in Indian Education should address the growing desire of tribes to manage their affairs. |
| WI | For the Oneida Tribe this ability to administer is key toward overseeing all educational programs, whereby allowing for improvement of services, non-duplication of services and programs, and a closer working relationship within the tribal structure. The Oneida Tribe would like to see this appropriation for a Tribal Department of Education come about in accordance with P.L. 100-297, Sec. 1142. |
| WI | A survey should be taken to acquire statistical information of how many Native American students are not attending BIA schools to help determine whether the BIA should continue to provide educational services to elementary and secondary schools. |
| WI | Since 1973, the federal, state, and local administrative structures for Indian education programs have been adequately built to properly administer Indian Education Act programs. What is now needed more than ever before is funding for more field positions for persons working and having a direct impact in Indian children being served. |
| WY | Teachers need to recognize that the SAT, SRA, and ACT, etc., tests are biased against American Indians. |
| WY | Reduction in Paperwork for Indian Education Programs: Urge the U.S. Departments of Education, Interior, and Health and Human Services to decrease the amount of paperwork required for Indian education programs so that they may effectively carry out the goals of their programs in support of Indian education. |
| WY | More organizational and structural changes to enhance educational learning are needed. |

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| WY | More institutional and integrated means of applications for enrichment and enhancement of learning are needed. |
| WY | Use of technology/training/mentorships are needed. |
| WY | Counseling on how to deal with FAS/FAE is needed. |
| WY | Training for young adults, possibly students in the eleventh and twelfth grades and continue on to reach those attempting college and those that have dropped out of school is needed. |
| MN | Promote and strengthen our cultural identities by initiating Indian mentorship programs and positive role modeling. |
| MN | Indian education sponsored activities need to be incorporated as a legitimate school credit. |
| MN | Mandatory excused absents for Indian education sponsored activities should be given. |
| MN | Parents lack information about resources to help students with career development and academic achievement. |
| MN | Parents need support and awareness of resources to become fully involved with their children's school and extra-curricular activities (e.g., transportation, fees, equipment, uniforms). |
| MN | Recommendation: There needs to be parent support groups. |
| MN | Parents need to know their rights and the rights of their children, as well as options available to them in resolving problems with the schools. |
| MN | Parents need help in developing skills to express their concerns and interest to school staff and their children. |
| MN | Parents need support to more effectively relate to schools and staff (improved communication). |
| MN | Recommendation: Leadership training for parents and IPS's is needed. |
| MN | Need to empower parents in school decision-making (mechanisms to ensure their representations on school boards, PTA, IPC's (Indian Parent Committees, etc.). |
| MN | Parents need to be better informed regarding the political process within the schools. |
| MN | The BIA should accept, recognize and assume their role as advocates for Indian tribes and members, as mandated in P.L. 100-297, Seciton 5106 Regulations. |
| MN | The BIA must concur with P.L. 100-297, Section 5203 (b) which states education is a trust responsibility. Also P.L. 100-297, Sec. 5111 consultation, which clearly defines the process to be followed with tribes, i.e., recent correspondence from Central Office (OIEP) re: directing additional information on FY92 student count from tribes for BIA investigative purposes. |
| MN | To ensure concurrence with P.L. 100-297, Sec. 5106, 5202 and 5302 by the BIA, the statutory requirements should be written into job performance. This would be included in the individual's critical elements and required elements for employee performance standards. This would further require aggressive funding requests for the Johnson-O'Malley Program by the Bureau. |
| MN | Historically, the BIA's Johnson-O'Malley Program budget justification and testimony does not provide the full picture. This would increase awareness and need for the Johnson-O'Malley Program. |

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| MN | The BIA should allocate funds for a National Johnson-O'Malley Conference. Currently all other education programs have conferences. The national Johnson-O'Malley conference will enhance the effectiveness for Johnson-O'Malley programs nationwide. |
| MN | Re-open consultation for the Johnson-O'Malley formula distributions. Many projects are operational on inadequate budgets which make services delivery difficult. Also, re-open for change (additional) of federal regulations to include BIA advocacy for tribes. |
| MN | Direct the BIA to offer for consideration through the consultation process the following to be included with the proposed eligibility criteria; P.L. 100-297, Part C, Sec. 5314 (d)(2)(3)(4)(5). |
| MN | 506 forms: formula grant projects should be allowed to serve and count children, pre-K (example: early childhood education). |
| MN | 506 forms: identify and alternative/equitable process other than form 506 for counting Indian students and determining eligibility: establish funding base; parental signature only; if 506 process continues, allocate specific resources to underwrite the cost. |
| MN | Explore process to make accredited alternative schools eligible for formula grants. |
| MN | Funding levels: reaffirm original intent of law by funding all Title V at authorized ceiling levels to meet that intent. |
| MN | Accountability of Local Education Agencies (LEA's): performance standards should be established for schools serving Indian students; funds should be withheld when schools fail to meet these standards. At the same time, parents in these failing schools should be assigned incoming state and federal aid and allowed to take it with them to the educational site of their choice. |
| MN | Provide tuition waiver or free tuition for any Indian students (1/4 blood or more) and members of a federally recognized tribe, including post-secondary education. |

## GOAL 10

## PARENTAL, COMMUNITY, AND TRIBAL PARTNERSHIPS

By the year 2000 every school responsible for educating Native students will provide opportunities for Native parents and tribal leaders to help plan and evaluate the governance, operation, and performance of their educational programs.

### CONCERNS

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| AK | Schools and teachers are intimidating. |
| AK | Parents do not want to become involved with their school's activities. |
| AK | Teaching institutions do not want to change. |
| AK | Tribal governments are refusing to become involved with school activities and issues. |
| FL | Nationally, Native American students consistently score lower as a group on standardized tests; have a much higher than average drop out rate, and generally fall below the norm in all measures of academic success. In addition, schools fail to identify the developmental problems of Native American students and provide little opportunity for Native American parental involvement and participation into school curriculum and programs. School systems, including teachers, display a gross lack of sensitivity to Native American cultures and customs. |
| FL | There is no entity overseeing the OIEP study of the effectiveness of ISEP funding nor the "1992 Tribal Consultation Meetings"; therefore, people are skeptical that there will be any significant Indian input into the re-evaluation of the ISEP funding mechanism. |
| FL | There has been no tribal representation or tribal school representation in the ISEP formula revision. |
| FL | Administrative costs grants do not provide adequate funding to replace formerly allowed indirect costs. |
| MI | Urban area Native populations are difficult to identify and involve in the process. |
| MI | Public schools are not required to follow through on American Indian parent committee recommendations. |
| MI | Institutional bias. |
| MI | Lack of communication between community/parents and school. |
| MI | Negative perception of Native Americans. |
| MT | There is a limited level of parental participation in the education process. |
| NC | Obstacles in achieving the National Education Goals for Indian students were identified as: failure by schools in identifying all "at risk" Indian students; not having enough funding to achieve the goals; health problems; family illiteracy; unemployment of parents, summed up as Indians in poverty; the need to train all teachers about Indian students; lack of adequate counseling; lack of parental involvement; and irrelevant curriculum for many students. |
| NE | The educational process in Indian schools has the unique opportunity to set their own goals and process in fulfilling those goals, however, they remain within the current biased and inappropriate institutional framework. |

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| NM | The present situation is characterized as one in which directives are made from the top level without regard to local needs; there are too many regulations and rules; and the local school boards ar not given the training, technical assistance or authority needed to effectively govern. |
| NV | Many communities do not actively participate or support their programs because of their sense of frustration at all levels, the apparent lack of commitment by programs and general lack of understanding and cultural sensitivity. Conversely, some urban areas experience more positive outcomes due to the increased availability of resources and the attraction of both qualified personnel by virtue of their location. However, in all instances all experience inadequate services because of insufficient funding. |
| NV | Lack of parental support. |
| NV | No contact with people in various communities. |
| OR | Lack of accountability within school systems and institutions to ensure that all students are receiving equal educational opportunity. |
| OR | Lack of adequate and culturally relevant assessment and evaluation. |
| SD | Historically, Indian education had been abandoned to school boards, administrators and teachers with minimal support from parents and virtually no real tribal support. Tribes took a passive role in education, offering only resolutions of support and occasional public declarations of education as a priority. Schools had not been held accountable by tribes for the education of their citizens. |
| SD | Lack of involvement attributable to lack of interest, overwhelming survival obligations, lack of resources, i.e., transportation. |
| SD | Intimidation by teachers and/or other school staff. |
| SD | Widespread substance abuse. |
| SD | Negative involvement experiences, i.e., only go to school when child is in trouble; previous attempts go unrecognized. |
| SD | Lack of parent education and training. |
| SD | Parents and children often view education systems as adversarial and of little value. |
| SD | Many problems experienced by children in later school years were perceived as being preventable if parental involvement and education were maintained based on the foundation laid by early childhood programs. |
| TX | There is a general lack of knowledge about American Indians in Texas. For example, officials at the Texas Educational Agency, which coordinates and governs public schools in the state, said they were unaware of the existence of the Title V and Johnson-O'Malley educational programs for American Indian children and had no statistical information about any such programs in their schools. |
| TX | Subsequent research revealed that Title V programs existed in the Dallas Independent School District. Johnson-O'Malley programs are available for children who live on any of the state's three reservations. But aside from those programs, there is little being done for the state's American Indian students, most of whom are non-reservation residents. |
| TX | According to the 1990 census, there are 65,000 American Indians among the state's more than 17 million residents. Only five states have larger American Indian populations, yet no other state has such limited access to |

Indian-specific programs and services. In fact, officials and residents have little knowledge that such opportunities for American Indians even exist.

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| UT | Indian parents are still not directly participating nor are they respected as they should be. This problem is two-fold: a) parents lack understanding of their role as parents in the education of their children, therefore, have feeling of being disenfranchised and b) schools/teachers need to make a committed effort to involve and interact more directly with parents. |
| UT | Lack of promoting parent/tribal responsibility and accountability as well as direct participation toward self-determination. |
| UT | Native American parents and family members have little, if any, participation and involvement in the education of their children. |
| UT | Parents are unaware of the roles, responsibilities and rights of students, parents, teachers and administrators |
| UT | Limited communication between school and home. |
| WA | The goal as written seems passive and vague and the school districts can manipulate it anyway they want. |
| WA | Lack of day care/transportation/ insurance available to parents so they could participate in extra curricular activities. |
| WI | Much power is given to parent committees, and parents should have power. There has to be, in addition, other members from the community on the parent committee. |
| WI | Milwaukee Public Schools, for 17 years, used the local Title V program as its only response to the needs of Indian children. Any concerns voiced by Indian parents or community members was automatically transferred to the Title V program with little attempt to solve the problem from the district itself. |
| WY | School boards need to have the option to act in the parent's place. |
| MN | Parent input needs to be valued and respected. School staff has a condescending attitude which makes parents feel "dumb". |

## RECOMMENDATIONS

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| AK | It was recommended that the application, reporting and accounting required for federal programs be simplified and streamlined. Reporting requirements are complex, take too much staff time to complete, whether the program entails small or large dollar amounts. |
| AK | Programs must be monitored and in compliance. The organization (i.e., school district, tribal authority, policy committee) responsible for the receipt of funding must insure that funding is used for services to students and follow program goals. These existing provisions must be enforced. |
| AK | Schools need to provide parents with opportunities to become involved. |
| AK | Community-school in service training. |
| AK | Educate parents on school teaching practices. |
| AK | Tribes need to involve the schools in the day-to-day programs of tribal governments. |
| AK | Local control is the key to identification of problems/solutions for successful tribal governments. |

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| AK | All incoming district personnel should be carefully screened, and only the best should be recruited to serve in our schools. School districts should utilize local Native advisory boards to determine what special qualities in teachers, principals and staff are valued by parents and students. Recruitment efforts should extend nationally to higher educational institutions which have a focus on cross-cultural training of educators. Local Native advisory boards should be actively involved in the interviewing and selection of the district staff that will teach their children. |
| AK | The pre-conference participants recommend that all school districts reexamine current curricula to promote and incorporate relevancy for Alaska Native students. Basic academic skills must be presented within the environmental and cultural realities of the student. |
| AK | Our parents need to have access to training which allows them to become active partners with the teachers in our schools. For many Native parents who were separated from their families to attend BIA schools or for the parents of our children today, who grew up in dysfunctional families themselves, this access to training is imperative if they are to fulfill their role in the educational partnership. |
| AK | Teachers and school district staff must work in close partnership with state and tribal social service agencies to assist parents to become effective partners in their children's education. School districts should seriously consider utilizing partners in the social service agencies to teach parenting skills as part of their health curriculum so we can prepare future parents. |
| AK | Schools must change negative attitudes towards parents about not being involved in the education of their children. We need to educate parents about rights and responsibilities and establish policies locally so parents are active partners in education. |
| AK | It was recommended by the pre-conference participants that the State Board of Education actively support the training of local school board members and support HB 352 - the mandate for Native studies and languages in all schools. No child in Alaska should be allowed to graduate from high school without successfully completing a course in Alaska history and culture. |
| AK | Businesses must provide leave for parents to participate in school activities. Parents must be allowed and encouraged to attend daily school activities: meeting with teachers to discuss child progress, volunteering in the classroom or school office, or volunteering to participate in committees addressing school-related issues. Parents must be allowed to participate in school activities and cannot be restricted to only visiting during the scheduled Parent/Teacher Conferences which only occur 2-4 times per year. Parents must also be allowed to use sick leave to stay home and care for ill children. Parents care about their jobs and care about their children. Studies have shown that if employers take a more supportive role with parents, their employees become more satisfied and more dedicated to their jobs. |
| AL | Educate the Indian community to an awareness of the problems inherent in standardized tests. |
| AL | Sensitize the community to the waste that is caused by the failure to nurture mathematics and science understanding. |

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| AZ | Parents must be made aware of school programs. Schools must solicit genuine input from parents into the content and process of their children's education. |
| AZ | Provide transportation to make schools accessible to parents. Schools must develop programs to encourage parent participation in their children's education. |
| AZ | As educators better understand the culture of the student and his/her family, increased community participation can be expected. |
| AZ | It is not enough to offer programs to parents. Schools cannot only provide what the schools want the parents to know. Schools must also provide information the community wants to learn. |
| AZ | Parents must enforce existing attendance policies and be held responsible for the success of their students. |
| AZ | Parental input is vital to any "restructuring" of the schools to help define appropriate cultural and academic needs to be addressed. |
| AZ | School board members and teachers should become involved in contacting parents to ask them to participate in school activities. |
| AZ | Parents can assist school staff in identifying "important" community issues or religious activities that influence the students in a positive or negative manner. |
| AZ | Parents need to become involved at the policy level to promote successful schools. |
| AZ | Reward parent involvement so that their children can benefit from trips, classroom supplies, may boost parental incentive to participate in workshops or other activities. |
| AZ | Parents should be educated through community programs provided by the schools and schools should learn about the needs of the parents and the community from the parents. |
| CO | All programs receiving funding should be required to conduct honest evaluations. These evaluations should include those aspects which were not effective, as well as those that were successful, so that others can learn from both the successes and failures. Evaluation of programs should be authentic and related to the goals that Native people have identified for their children. This means that evaluators must think beyond the use of standardized tests, which have limited value. |
| CO | Parents in all schools should have a voice in the matters of the school, including curriculum, instruction, allocation of funds, personnel and assessment. |
| CO | Every recommendation for the improvement of Indian education rests on the belief that Native parents and leaders must assume responsibility for the education of their children. This is both a right and a responsibility. Advisory boards are not sufficient involvement, particularly in a system that has provided so poorly for Native children. Parents themselves will need to gain knowledge, experience and training for roles that are, unfortunately, new to many of them who have been excluded from participation. Schools must welcome, not intimidate or placate, and parents must not be made to feel like unwelcome intruders in their own children's education. It is time for Native people to assume planning, evaluation, governance, operation and accountability for Indian education. |

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| CO | Antiquated procedures such as parent conferences held during the day do not encourage working parents to participate in their children's education. Transportation is frequently a problem, as is child care for other children and language problems. We must rethink how to enable and encourage parents to come to school. |
| CO | Traditional parent groups such as PTA may not be appropriate for all families, cultures or family situations. New ways to develop parental participation need to be developed and utilized. |
| FL | Create a "Home-School Liaison" position to act as a bridge between the Native American parents and the local school. Provide child care and transportation to enable Native American parents to participate in school functions and activities. |
| FL | Review, improve and streamline the appropriations process to insure that needs expressed at the local levels are carried intact to the national appropriations process. |
| FL | Mandate real "consultation" with Tribal representatives in the ISEP process. |
| FL | Restore indirect cost rate in BIA school operations programming, or adjust the administrative cost grant formula to meet the needs of small schools. If indirect costs rates are utilized, they should be negotiated on a tribe-by-tribe basis. |
| KS | Collect, review, oversee and disseminate curriculum materials that address the historic accuracy of Indian contributions to society and serve as a vital resource to public education institutions throughout the state of Kansas. |
| KS | A program should be created that would involve Tribal governments, parents and the community (of residence) using existing resources available to create resource programs that educate and inform students as well as parents in parental skill development. |
| KS | Creation of a curriculum review and parent advisory committees composed of individuals representative of the needs of Native students and sensitive to the cultural values of their communities. |
| KS | Composition of resource handbooks for distribution to Native parents, tribal governments and communities identifying sources available. |
| KS | Provision of training programs to these individuals to educate them on full utilization of services, the rights of parents and students. |
| KS | Creation of conflict resolution committees consisting of both Native and non-Native people to resolve problems; i.e., racism that affects self-esteem and participation in school districts. |
| MI | Students, parents, school staff, administrators, school board members and the community at large must all share a common understanding of desired student outcomes, and a consistent belief that these outcomes can be accomplished. These groups must share a willingness to measure progress and to change short term strategies to accomplish long-range objectives. |
| MI | School Districts and Tribal Education Departments must emphasize the quality of the total school program rather than individual behaviors. Evaluations must be programmatic, systemic, and formative rather than individual, personnel oriented and summative. |

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| MI | School districts and Tribal Education Departments must drive out fear. Encourage non-threatening, two way communications on quality student outcomes between local students and tribal communities. |
| MI | American Indian satellite communities including rural non-reservation communities need to be included in any education programming, implementation, dissemination and evaluation. |
| MI | Michigan State Board of Education must initiate change to the P.S. 25 legislation which requires districts to actively seek out and assist American Indian parents with their involvement in the educational decision making for their children. |
| MI | Each school district will actively recruit American Indian representation on all local and state advisory committees. |
| MI | The Title V Parent Committees to a policy-making board rather than an advisory committee. |
| MI | All programs having American Indian participation and requiring monitoring/advisory boards must have American Indian members. |
| MI | Community meetings to encourage parental involvement and parent programs are needed. |
| MI | Closer monitoring of students is needed. |
| MI | Begin the process of parental involvement at preschool level. Parents should take an active role in the education of their children. |
| MI | Empower our people to become active and to recognize their responsibilities. |
| MI | Let students take part in developing policy and procedure of the school. |
| MI | Increased involvement with local consortium to create better coordination and recruitment. |
| MI | All of Michigan's tribes have educational committees in place, although they are underutilized by public schools. |
| MI | Legislation requiring Native American involvement in the process of governance, operation and performance. Tie funding to the process. |
| MI | Put a Michigan Native American on the State Board of Education. |
| MI | Educate the non-Native population. |
| MT | The President and Congress must strengthen the requirements for parental training and parental participation in all federal programs and require education entities to provide specific training on the program rules and regulations and on parental rights and responsibilities. |
| NC | Recommendations include: recruit more prospective Indian teachers; encourage schools to desegregate student data so that data about Indian students will be highlighted, such as academically talented students or dropouts; enhance the relationships between schools and institutions of higher education as well as businesses and industries in local communities; urge local education agencies and state education agencies to monitor closely the national goals with special attention to Indian students' progress; focus on Indian families with special attention on drug and alcohol programs for identified problem cases; promote curricula efforts that address critical thinking skills; increase student scholarships and fellowships; make more accessible job training and employment opportunities for needy parents along with child care and literacy programs. |

Special efforts should be put in place to engage in local longitudinal studies of dropouts. These kinds of steps will be necessary to assure that Indian students can achieve the National Education Goals established by the President and supported by the Governors in these United States.

NC That improved monitoring efforts be established at the federal and state levels to assure that Impact AID is not used to "recruit" students from a reservation site to a non-reservation site just to increase the non-reservation site's funding.

NE State Board of Education should establish an Indian Education Advisory Board to present annual reports on Indian student progress and program progress.

NM All programs will provide opportunities for parent involvement (to include grandparents and other extended family members) in policy making, curriculum development, classroom participation, evaluation, and recommendations for change.

NM Statewide training must be provided to personnel and parents, on a regular basis, in the specific program guidelines where the children are enrolled, including information about how parents should participate.

NM State, national, and local policies, procedures and regulations for parental involvement and empowerment must be enforced.

NM Tribes must encourage and support members who seek election and serve on local school boards.

NM Indian policies and procedures as mandated by P.L. 874 must be developed, reviewed annually and fully implemented in cooperation with the local Indian communities.

NM More effective monitoring of funded programs is required to ensure the funds are expended for the intended purposes.

NM There must be improved support for implementation, accountability, and availability of bilingual programs to maximize the outcome/intent of the Native Language Act.

NM School administrators must collaborate with parents, tribal leaders, and board members to develop a curriculum that is based on local needs.

NM Funds and opportunities to train parents and involve parents must be a priority of the board members, tribal leaders and school administrators.

NM The Department of Education-Indian Education Division must be allocated more staff and funding to be able to serve more of the schools which require their assistance.

NN Parental involvement is an essential part of success in an early childhood program. Yet, in the Head Start program, funds for parental involvement activity are discretionary. Head Start programs across the country compete for grant funds under the parental involvement category and only some of them obtain them. Conferees request the federal government through appropriate statutory and regulatory change and accompanying funding allocations to include funds for parental involvement activities in the base Head Start budget. In this way every program would receive resources for this activity and would be directed to use those resources to involve parents in the Head Start program activities.

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| NN | At the same time, parents and elders must be turned to as a resource. Elders must be able to be teachers both to students and to educational staff. They are repositories of expertise and understanding of Navajo traditions and values. They are a resource that must be taken into the schools and used to broaden the educational base of both students and staff. Again, funding requirements must be supportive of such a use of community people, or must be changed to become supportive. |
| NN | Parents need to be given information and training on more effective ways to work with the schools in supporting the teaching of their children. Home/school activities, school readiness activities and ideas for creating a home environment conducive of studying need to be presented to parents with the encouragement to work with the school to help their children achieve. |
| NV | More parental education. |
| NV | Provide funds necessary for mileage, per diem, registration fees to attend meetings, i.e., school board, LEA meetings. |
| NV | Reactivate Affirmative Action Program. |
| NV | Tribes develop a coalition for programs on the development of state apprenticeships. |
| NV | Advocate a State Education Office. |
| NV | Initiate a State Association for Indian Education. |
| NV | Lobby state legislators, representatives, Governor's office, etc. |
| NV | Tribal and/or community involvement must not only be encouraged but rather mandated to become top priority at all levels so that programs are truly representative and address the needs of the respective communities as intended. |
| NV | Keeping reservation education committees, educated on reservation "learning the system", target middle school for education information. |
| NV | Educate parents to learn the system. |
| NV | Parents need to attend school board meetings. |
| NY | Expand services of the NY State Native American Education Unit to allow it: to serve as a conduit for funding for all Indian education programs; to monitor those programs; to serve as a technical assistance center for all NY tribes; Federal funding allowing a percentage to increase staff. |
| NY | School Board representation required for schools in which a large Native American population exists. |
| NY | Funding to address special needs of non-traditional students, teenage parents, handicapped students as well as parent/community/student proactive education addressing social issues. |
| NY | Statewide Boards of Education throughout the U.S. are necessary because education needs vary and more control by Native American people. |
| NY | Encourage parent involvement and parent teams at the local levels. |
| OK | NO federal fund should be given to any school district with 5% or more Indian students which does not allow Indian tribes to participate in curriculum selection and development. |
| OK | Begin funding in June or July before students start back to school. |
| OK | Tribes need to set priorities for education and try to encourage tribal members to participate in JOM, Title V, and committees run for school board and PTA. |

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| OK | More tribal involvement is needed in the school systems. (Parents and tribal leaders). |
| OK | Incentive-builders to encourage tribal involvement in the school systems. |
| OK | Teach parents how to address issues and teachers. Initiate a program to encourage students to become more involved. |
| OK | Field-based policy makers. |
| OK | Funds should be "set aside" at the National level to support the advocacy council. |
| OR | With the exception of Goals #2 and #9,95% of the conferees believed that each of the goals should be established as national, state, and local goals. |
| OR | Return authority over program budgets, activities, and evaluation to Parent Advisory Committees. |
| OR | Indian input is critical to any attempt to consolidate all laws under Indian Education under one title. |
| SD | Host leadership development institutes that offer opportunities for strategizing about tribal concerns, foster higher order thinking skills which model conflict resolution and problem solving utilizing contemporary cases and role playing. |
| SD | Federal programs funding Indian education require tribal review of program applications. |
| SD | Congress enact legislation to support the authority of Tribes to govern and influence the education of tribal citizens who reside off the reservation and/or who are educated by public schools. |
| SD | Tribal governments (councils and education departments) extend their authority over tribal citizens who reside off reservation by demanding quality education and negotiating cooperative agreements with states and urban school systems to facilitate tribal needs being met for urban populations. |
| SD | Exchanges of students, teachers and other personnel be fostered between urban and reservation communities. |
| SD | Existing Indian education programs such as Title V and JOM be allowed more input into program and curricular development by school districts. |
| SD | School community collaborations are created to facilitate communication and change. This must be initiated by schools and parent groups in urban areas. This could include special recruitment efforts and programs by PTA's, active solicitation by teachers and administrators of parent involvement and by encouraging participation in school elections. |
| SD | Honor and award (reward) participation. Showcase parental involvement by providing personal and public recognition for any participation. |
| SD | Conduct public education campaign which emphasizes the school as a reflection of the community and which stresses the inherent value of education. Such campaigns also inform the public as to school policies, plans and events. |
| SD | Form parent committees teams which focus on specific parental interests such as tutoring, clubs, playground improvement and sports. |
| SD | Schools hire or seek volunteer parent involvement coordinators who implement school-specific plans. |
| SD | Parent advocates are identified and trained to assist parents in their interaction with school personnel. |

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| SD | School personnel are trained to be sensitive to parental concerns and participation. Parents are listened to and communication skills are stressed. |
| SD | Networks of parents, elders and community leaders be accessible to teachers to insure appropriate delivery of materials. |
| SD | Parent education and involvement must continue to be emphasized in early childhood programs. This education and involvement can be carried into other school experiences. |
| SD | Reservations should set up task forces to examine the consistency and uniformity of standards, curricula and staffing among the various schools serving Indian children in their area. Consolidation of schools should be considered. |
| SD | Local control must be the foundation over which the education of our people is built. |
| SD | Dropout prevention programs must be instituted in both the elementary and secondary grades. Such programs must include parental involvement, mentoring and other strategies. At-risk youth must be identified early in their academic experience. |
| SD | Develop adult and community education programs, strategies, policies and standards through collaboration of educators, elders, parents and tribal leaders. |
| SD | Educate parents to assure they become their child's advocates. |
| SD | Deliver a variety of services through curricula, special programs and community education. |
| SD | Develop methods to overcome obstacles to parental involvement in the implementation of Impact Aid laws, Title V and other programs. Mandate tribal signoff of Impact Aid monies to insure tribal input in public school systems. |
| SD | All tribes and urban communities conduct education forums to develop local education plans. Tribes in South Dakota will join together to develop a South Dakota blueprint for Indian education. |
| SD | Because the vast majority of Indian children are educated by public schools, it is imperative that tribes and educators present workable recommendations for state governments and school systems. These recommendations assume a commitment by the state to the well being of each Indian person and acknowledge a commitment by Indian educators to work with the states to facilitate these recommendations. |
| TX | State and school districts should be required to inform parents of eligibility of Title V programs. |
| TX | School districts should be mandated to implement Title V programs when requested by Indian parent committees. |
| TX | A program with opportunities available through the Johnson-O'Malley program should be created and implemented for Indians in areas that are outside the areas now serviced by JOM. This should include urban and rural areas outside recognized Indian country. |
| TX | As an alternative, waivers should be available to existing education centers to implement JOM programs in areas outside Indian country that is serviced by the JOM geographic parameters. |

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| TX | We do not believe that the majority of existing Federal Indian Education laws have been implemented in the state of Texas. In the matter of prioritization, we recommend the following:<br>First - Title V because it deals specifically with urban areas.<br>Second - Title VII and JTPA dealing with adult education and job training. |
| TX | If a minimum number of American Indian parents living in a certain area want to add programs to improve Indian education, then school districts should be required to implement those programs. |
| UT | Native American parents must also be educated about school philosophy and policies. |
| UT | Increased effort must include educating parents and family on school policy, programs, service, and academics of the school and how the parents and family can contribute. |
| UT | Educating parents and family about their rights and responsibilities concerning Title V. |
| UT | Greater utilization of the Title V coordinator and Parent Advisory Committee. |
| UT | Board members and district personnel need to be associated with Native American parent committees and programs. |
| UT | Indian educators need to be involved in educating school personnel about insensitive, outdated and inaccurate material. |
| UT | Academic program strategies must be developed, implemented and monitored to retain Indian students not only in school but to enhance their academic performance. |
| UT | The Utah State Office of Education, local school districts, Indian tribes and Indian educators must develop and implement a plan of program services which target retention and academic performance of Indian students. Such program services must be an integral component of the Indian students academic curriculum which includes the home and support staff. Such program proceeds to directly train and assign LEA school staff (i.e., counselors, teachers, office clerks, parents, etc.) to track/maintain academic competency of individual Indian students. This process can directly involve participation of the PTA and parent volunteerism. |
| UT | Currently within the state, indian student data collection is on total enrollment, dropouts and graduates. The data bank needs to be expanded to include data on absenteeism, truancy, academic proficiency, core subjects, achievement tests and special education. |
| WA | Involvement of parent committees. |
| WA | Rewrite the goal as: By the year 2000, every school responsible for educating Native American students needs to actively seek out and involve Native American people to establish partnerships in planning and evaluation of governance, operation and performance of their educational programs. |
| WA | Create empowerment opportunities in which Native American community members feel ownership of programs/partnerships. |
| WA | Set up a teacher evaluation method which is more comprehensive and requires parent participation. |

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| WI | Changes in Indian education should address the growing desire of tribes to manage their affairs. For the Oneida Tribe this ability to administer is key toward overseeing all educational programs, whereby allowing for improvement of services, non-duplication of services and programs and a closer working relationship within the tribal structure. The Oneida Tribe would like to see this appropriation for a Tribal Department of Education come about in accordance with P.L. 100-297, Sec. 1142. |
| WI | Accountability of programs supported by Title V funding needs to be addressed. Methods of audit and review ought to be designed and carried out by both parent committees, area American Indian education professional and local tribes. |
| WI | The governing body for the local Title V programs should include Indian professionals in the community along with the parents and grandparents of Indian children in the district. Often three or four parents decide for the whole community. While the concept of parents deciding crucial issues in their children's education is of paramount importance, clearly, more input from other Indian people who have a vested interest in these children is needed. |
| WI | American Indian people have a voice concerning issues that could benefit all American Indians of this state and the country as a whole. |
| WY | Experience different curriculum types. Use curriculum that work, that teach, that give children the incentive to learn. This requires a dedication of teachers, parents, school administration, school board members, and community members. School districts and those involved must not be restrictive in its approach to education but rather leaders and innovators. Teach academics, culture, language, self-preservation, and teach children to succeed. |
| WY | More participation from all levels in the school and community is needed. |
| WY | More participation from parents, teachers, administrators and school boards is needed. |
| MN | Parents need to be involved with their children. They need to be provided the opportunity to learn how to communicate, play, teach and listen to their children. |
| MN | The success of future generations in maintaining the active use of language and culture requires the support of elders, parents, and tribal governments. |
| MN | Provide sufficient funding at the federal and state levels to promote Indian involvement and programming. |
| MN | Combine with parenting skills to help provide support for immediate family/personal needs, break cycles, and build self-assurance/self esteem. |
| MN | Promote and strengthen our cultural identities by initiating Indian mentorship programs and positive role modeling. |
| MN | Parents need preparation in order to fully participate in child's education for pre-school and onward. |
| MN | Parents need support and awareness of resources to become fully involved with their children's school and extra-curricular activities (e.g., transportation, fees, equipment, uniforms). |
| MN | Parents need opportunities to become meaningfully involved in school in a variety of ways (e.g., volunteers). |
| MN | Parents need help in developing skills to express their concerns and interest to school staff and their children. |

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| MN | Parents need support to more effectively relate to schools and staff (improved communication). |
| MN | Parents own negative experience with the educational system inhibits involvement with children's schooling. Once parents are being utilized as volunteers, issues such as role expectation, burn-out, mentoring, and time management need tov be addressed. |
| MN | Recommendation: Leadership training for parents and IPC's is needed. |
| MN | Need to empower parents in school decision-making (mechanisms to ensure their representations on school boards, PTA, Indian Parent Committees, etc.). |
| MN | Parents need to be better informed regarding the political process within the schools. |
| MN | Re-open consultation for the Johnson-O'Malley formula distributions. Many projects are operational on inadequate budgets which make services delivery difficult. Also, re-open for change (additional) of federal regulations to include BIA advocacy for tribes. |
| MN | Accountability of Local Education Agencies (LEA's): performance standards should be established for schools serving Indian students; funds should be withheld when schools fail to meet these standards. At the same time, parents in these failing schools should be assigned incoming state and federal aid and allowed to take it with them to the educational site of their choice. |
| MN | That the so called "Kennedy-Mondale Amendment" to P.L. 874 be given greater and stronger enforcement in seeking advice and consent of parents in all aspects of public education and such advice and consent be extended to urban school districts. |

## GOAL 11

## Delivery of Services

## CONCERNS

AL Tendencies exist to supplant funds for programs which currently exist such as vocational/technical education, early childhood education, substance abuse programs, and gifted programs.

AL Inadequate training in identifying and teaching at-risk students limits the delivery of services.

CO Currently there are nine Title V-C programs in Colorado: seven in the front range metropolitan area (Denver, Jefferson County, Cherry Creek, Mapleton, Aurora, Boulder, and Longmont), and two are located in the Four Corners area (Ignacio and Montezuma-Cortez). Although the programs in the southwestern part of the state include students from reservations, they also include Indian people of other tribes, particularly the nearby Navajo Nation. Only one of these programs, Denver, is funded sufficiently to have a full-time coordinator. These schools districts, both urban and rural, cover large geographical areas, often over 100 square miles and as a consequence Native students are frequently dispersed over many miles and attend different schools. Approximately 2230 K-12 students are served by these programs.

NM There are very few programs that emphasize technology for Indian students.

NV Higher education dollars needed.

NV Lack of higher education/vocational funds.

NV No increase in higher education dollars.

NV Need to establish and Indian community college.

NV Nevada does not have an established Indian community college that offers vocational classes.

NV Educating local Indian education committees for changes in the system.

NV Middle school math, science, computer science programs need to be started.

SD Much of the failure of Indian education today is attributable to the failure of white educators and institutions to consider the value and integrity of tribal life, family, language and culture in the delivery of educational services. Our recent efforts as native people to "own" and control our educational destiny is severely hindered by the past influence of mission schools and federal boarding schools. It is further eroded by the general failure of pubic education in America.

SD While facing may of the same economic problems encountered by the relatives on the reservation, urban Indian families in South Dakota experience some unique problems created by their geographic locations. A lack of authority over the quality and content of the public or private education provided urban youth is a primary concern of parents and educators in cities like Rapid City or Sioux Falls. A desire for integration of cultural materials, for validation of tribal identity and for directed support services to help Indian youth cope with drugs, gangs and other problems which plague urban youth was expressed by nearly all contributors from urban areas. This desire is difficult to fulfill because school boards and administrators have no political or economic motivation to met those needs.

UT Limited communication between school and home.

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| UT | The delayed process of transferring records from reservation or BIA schools to public schools is creating displacements and/or delays in placements. |
| UT | State Education Agency inclusion under the Indian Education Act for education services to Indian students: Currently the Indian Education Act provisions do not provide for the inclusion of State Education Agencies nor do they provide funding. However, the Office of Indian Education requires assistance of the SEAs. |
| WA | There was an expression of concern regarding large urban areas and the funding level. There are special problems of trying to provide educational services to Indian children in districts which have multiple schools spread throughout a large urban area. The staff spend a lot of time driving between schools, orienting each school's administration, and then finding that they are spending very little time providing direct educational services to the Indian children. Perhaps there could be a formula that would allow increasing funds for these areas; the formula could consider density of the population. |
| WI | Prior to the Reagan years, the MPS Title I-A program carried as many as 16 field positions compared with 2 administrative positions. Since then, beginning in 1980-81, the ratio had to be reduced from 5 to 2, with approximately the same number of Indian students being served for the last 8 years. |
| WI | In 1990, while all federal domestic assistance programs suffered severe funding cutbacks under President Reagan's administration, Indian programs suffered an added 15% overall reduction beyond that suffered by all other federally funded programs. |
| WI | Title V programs are often the only programs dedicated to meeting Indian students' needs in the urban public schools. Title V was intended to provide "financial assistance" to local educational agencies. It was not to be the only response to the needs of Indian children in the district. |
| WI | The evaluation of the Title V project was raised as an issue. A few parents are making the decisions for the whole district. If the community has problems with the Title V program it is difficult to register complaints. The Title V has not provided an adequate survey of the success of the local programs. |
| WI | Urban public schools don't adequately respond to the special needs of the Indian child. |
| WI | The existence of the American Indian support services is often threatened by non-Indian administrators. |
| WY | Appropriations have not equalled the authorized levels for several years, and are presently being paid at the 1987 rate. |
| WY | Wyoming is trying to get PL 81-874 funds counted as a local resource. |
| WY | An inequity would exist between a bordering town and the reservation school districts. |
| WY | The inequity is due to legislation authorizing 874 to be counted as a local resources. |
| WY | The Johnson-O'Malley handbook needs to be rewritten due to the decision making of blood quantum. The weighted formula should be revised because 1) Wyoming was not consulted when the formula was reconsidered; 2) Wyoming was previously included with Alaska which meant a little more money for Wyoming, and 3) Wyoming has been lumped with the lower forty-eight states and under the same weighted system. |

## RECOMMENDATIONS

AK Establish and support a tribal college in the State of Alaska prior to the year 2000, addressing the educational, health related, economic development, social services and native studies. Financial support must be available for post-graduate studies in all areas in higher education.

AK College level courses must be designed to teach new teachers how to teach to the variety of cultures in Alaska.

AK Tribal government internships must be more accessible to Native students.

AK The University of Alaska (UA) system plays a major role in the education of Alaska Native children. The UA system educates our teachers and provides educational systems with research on Alaska-related issues. Alaska Native children, seeking higher education degrees, attend the UA system. For these reasons, conference participants discussed the following needs and recommendations.

AK Retention of Native students in the UA system must be a priority. It is only by completing graduation requirements that many of our young people will be able to return to fill positions requiring higher degrees. Plans must continue to increase counselling and academic services for support of Native students in the UA system. Support for mentorship programs was also expressed.

AK Relevant university programs which focus on strengthening Native cultures for example, Native languages and history courses are needed as well as courses to help teachers work effectively with Native children relative to social issues such as child abuse, neglect and suicide prevention. The universities need courses the prepare teachers for multicultural Alaska Native learning styles and cross cultural communication. Graduate research programs need to focus on issues which will benefit Native people. The conference participants also suggested the creation of tribal colleges within the State of Alaska.

AK The UA system must have high standards and expectations for Native students and must emphasize quality academic preparation. Native students must be encouraged to reach high goals (i.e. to become authors, professors, etc.) and receive instruction and academic counselling that prepares them for graduate and post graduate candidacy.

AK Businesses can also support public education by investing in job training, mentorship programs, and by providing career information to students (particularly young students), so that children develop educational and career goals at an early age.

AK Curriculum content and materials must be accurate, complete and include local, state and national contributions of Alaska Native/American Indians. Additional federal funding should be made available to promote multicultural education appreciation, awareness to develop and enhance a global perspective.

AK A positive public relations campaign must be developed and implemented: positive events need to be highlighted by the media; successful Native people need to be used as role models. media campaign sponsored by Native corporations highlighting Natives in positive activities should be implemented.

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| AK | Materials and texts must reflect the realities of the Native student's life around him or her. The school environment must reflect and validate the importance of the Native cultures. To motivate students to learn, what is learned must have a high correlation to practical application of the community and world in which they live. |
| AK | The media has a tremendous effect on how Alaska Natives and American Indians are viewed by society. With today's technology, television media plays an even greater role in telling people who Native people are and how we live our lives. Native children - developing self concept using information learned from television - pick up subtle but powerful messages of who they are. As a result, the media must become concerned about the stereotyping of Native Americans. Our children and non-Native children are harmed by cartoons, advertising and characterization of Native people in their stereotyped images. |
| AL | "Equitable funding" nationwide for educational innovations and interactive technologies. |
| AL | Incorporate technologies into curriculum. |
| AL | Estimated cost to achieve this goal is $1000.00 per student for equipment and software sharing from 1 to 5 students. |
| CO | Federal entitlement programs, such as Title V and Johnson O'Malley must be held accountable for the effectiveness of their programs. Formal evaluation and monitoring systems will increase both efficiency and effectiveness of these programs. |
| CO | School policies should encourage children to take books an other reading materials home. Books and other materials should be made available to children throughout vacations and the summer months. |
| CO | The use of computers in developing creative and fluent writing skills should be encouraged. Fonts are now available for Native alphabet systems. |
| CO | The contributions of Native people should be integrated throughout all areas of the curriculum. Curricular and textbook revision is required to present true history and Native American literature, science, and other achievements. |
| FL | Enhance computer data base systems to include a separate section on Navajo American financial resources. |
| IA | There exists a shortage of Native American teachers, counselors and educators. We recommend that federal legislation be enacted to supplement current BIA/IHS training programs to include funding for undergraduates in education and health as well as to increase funding for graduate training Native American professionals. |
| IA | With 85% of Native American students in public schools, emphasis needs to be directed toward services for these students as well as attention to the district roles and shared responsibilities for providing culturally sensitive education for Native American students. Local school districts receive Title V and Impact Aid allocations per Native American enrollments. Federal legislation needs to be enacted to mandate local school district matching funds for Indian Education programs. A base level of funding needs to be enacted for Title V programs to ensure that adequate staff time is allowed to provide for comprehensive services to Indian students. Comprehensive services need to be provided through education, social service case management, health service provision, and mental health counseling. Funding |

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| | strategies need to be designed that will really help students and their families, rather than attempt the piecemeal approach which is not guaranteed to have a full impact on student success. |
| ID | Increase funding for all levels for educations services. |
| MI | Organize a comprehensive communications network to facilitate the delivery of social services needed by Indian students as they are identified in the educational system. |
| MI | Many of these offices/agencies which lack American Indian staff often lack the necessary knowledge and sensitivity to work effectively with Michigan American Indian families. Training programs need to be established in cooperation with knowledgeable Indian representatives to train and sensitize non-Native staff working in social service agencies. |
| MI | Mental health issues of American Indian people must be enhanced and expanded to include all those in need. |
| MI | Tribes and Indian organizations must develop human service delivery systems which reflect the cultural values and strengths of Indian families and communities. |
| MI | All state programs must focus on student outcomes as a result of their program participation. States must assure that all American Indian students are receiving program services they are entitle d to an are achieving the established desired student outcomes. |
| MI | States must assure that program dollars identified to service American Indian students are being used for their intended purpose. |
| MI | All state-directed programs which use federal monies and incorporate American Indian student population figures as a factor for determining their level of funding must show evidence that American Indian students are being serviced by these programs and one experiencing the desired outcomes. |
| MI | Coordinate social service agency efforts with educational programs. |
| MI | Organize a comprehensive communications network to facilitate the delivery of social services needed by Indian students as they are identified in the educational system. |
| MI | Social service agency staff needs to be respectful of American Indian religions. |
| MT | There is a critical shortage of trained American Indian professionals in all fields. Qualified teachers, counselors, and administrators are especially lacking. In Montana, fewer than two percent of all certified educators are American Indian, while approximately ten percent of the K-12 enrollment are American Indian. |
| MT | The President and Congress must initiate a review of the Teacher Corps model and draft legislation to meet this critical need, and review related federal programs, e.g., BIA Higher Education programs, Title V fellowship programs, the Tribal Controlled Community College Act, and other federal agencies that have a minority component, in an effort to gauge the adequacy of funding and scope. They must also increase current levels of scholarship funding for American Indians in all programs. |
| MT | Tribal colleges need to develop curricula which is coordinated with other educational institutions that will promote educational attainment throughout the education system. |

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| MT | Get American Indian educational needs out to the general public through published information and TV news spots. Use the Montana Plan and the Opening the Montana Pipeline documents to promote Montana Indian education to a wider audience. Have more prime time items on Indian education and selected slots describing Indian education. |
| NC | That federal funds be made available to provide incentives for education institutions of all types to develop exemplary projects and award grants to conduct research for Indian Education. |
| NC | All institutions of higher education should increase recruitment of, and support for Indian teachers. |
| NE | Increase post-secondary grants to universities/colleges with teacher education programs to increase the number of Indian teachers, administrators and counselors. |
| NE | ALL land grant universities should waive tuition/out of state tuition fees for Indian students. |
| NE | Federal standards of determining dependent/independent status, and the evaluation of non-liquid assets as available resources to a family is unfair. |
| NM | Indian communities must become more actively involved in textbook and material assessment committees for their schools to ensure the quality of texts adopted. |
| NM | The "Indian Education Act of 1988" should be amended to make provisions for carry over funds for planned projects. There must also be timely responses to proposals and notification to grantees. |
| NM | Any federal Indian program, from any department, must provide for direct funding from the provider to the LEA or eligible organization. If at all possible, all federally funded programs should be operated on a common funding cycle. |
| NM | Resources should be provided by the Federal government to assure that every elementary, middle and high school has the services of a library media specialist. Congress should provide categorical funding for library development in publicly funded schools, including technologically based instructional resources and means to access off site information electronically. |
| NN | Native American authors should be recruited to develop educational materials to be made available to Native American students. Funds to support their work should be allocated and funds provided to libraries and schools to purchase the works produced by such authors and other Native American writers. |
| NN | Means must be found to support the development of oral history projects to preserve Native American cultural traditions and materials. Such efforts should be undertaken through intergenerational learning projects. The results of oral history preservation should be used to develop educational materials for Native American young people. |
| NN | The Navajo Nation lacks credible data on Special Education. Such data should be compiled through the cooperations of IHS, the BIA and the public schools. This will provide a baseline for evaluating the extent of need for special education services. |

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| NN | The Navajo Nation needs to develop a Navajo State Plan for Special Education, applicable to all schools and programs in the Navajo Nation. This is another critical need that could be better met by a Navajo Department of Education comparable to a state department of education. The Navajo State Plan could also involve development of culturally appropriate diagnostic instruments and procedures, something now almost totally lacking in special education programs in the Navajo Nation. |
| NV | Development of an Indian community college in Nevada. |
| NV | Often times Indian Education is thought of in terms of those children who are academically deficient, however some community programs have insisted on expanding the scope of their programs. It is identified throughout this narrative that funding continues to be a main issue for existing and future programs developed. Not only does the Nevada State Steering Committee recognize and confirm the need for increased funding for existing programs but recommends that allocation of more funds for Pilot, Planning and Demonstration projects for innovative approached which can be replicated in other areas. |
| NY | More interaction and involvement in textbook/media history misrepresentation. |
| OK | Encourage colleges to offer courses on Indian language. |
| OK | Count this toward "foreign" language. |
| OK | Mandate teachers to attend classes or have coursework on Indian education. Have college classes to teach the learning styles of Indian students. |
| OK | Need a Native American College. |
| OK | Develop a Native American Community College to address the specific needs of Native American students. |
| OK | Implement a transitional summer program for beginning college students. |
| OK | Allow Indians to go to college free, then offer more scholarships. |
| OK | Create more tribally controlled Indian colleges. |
| OK | Develop curriculum and work on a statewide and national clearinghouse to specialize in printing of Native American cultural curriculum. |
| OK | Use history books to realistically portray Indian struggles. |
| OR | Change the bilingual Education Act to allow the teaching of tribal languages. |
| OR | Undertake measures to prevent the supplanting of Federal and state funds with Federal and state funds designated to serve Indian students. Measures must also be undertaken to assure that appropriations are fully allocated to supporting the educational process of the whole Indian child, without offsetting administrative and institutional shortfalls for other programs and services. |
| SD | Schools should hire or seek volunteer parent involvement coordinators for implementation of school-specific plans. |
| SD | Advocate for disabled Indian children at both the state tribal levels to assure collaboration and efficiency in the delivery of services. |
| SD | Technical assistance by OIEP to smaller tribes must be improved to insure the best delivery of education services to Indian children. |

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| SD | Provide teacher and staff training that educates about the whole approach to Indian education which then aids in the delivery of education services. |
| TX | Native American cultures must have equal status with those already being taught within the systems. To accomplish this, Native American authors need to be hired to write authoritative texts to be used in courses for training teachers and for use in the daily classroom work by their students. |
| TX | Existing curriculum should be restructured and new curriculum developed to meet this goal. All educators regulated by states should be required to undergo cultural awareness and sensitivity training programs on and by American Indians to maintain their eligibility to teach. |
| TX | We need a children's magazine or newspaper and books, written by Indians to show Native children non-dysfunctional family lifestyles; to provide them with role models which they do not necessarily find within their own home and urban community. This a system to show them, "This is the way it was, and how it should be." |
| TX | Contact every text book publishing company to offer them all teaching materials by and for American Indians. |
| TX | Native Americans should be encouraged to write and produce videos, movies and other materials about American Indians for television and radio. |
| UT | Programs such as Title V need to be developed and accessible to all levels of education and personnel. |
| UT | Indian educators need to be involved in educating school personnel about insensitive, out-dated and inaccurate materials. |
| UT | Strong federal and state support for upgrading curriculum and textbooks in the schools. |
| UT | Uniform system between reservation, BIA schools and public schools to transfer records accurately, quickly and efficiently. |
| UT | The Indian Education Act legislation needs to be amended to include direct participation of the SEAs; such amendment to provide a minimum level of funding for technical assistance, program development, training and data collection. |
| WA | Allow waivers of regulations that currently prevent tribes from providing educational services to Indian people who need the service. |
| WA | States need to seriously consider the adoption of appropriate history books. The "How the West was Won Concept" is not acceptable. There needs to be an elimination of the bias that is held by those approving text books for the public schools. The new historian's concept is recommended -- that the truth needs to be told. |
| WA | Satellite technology and computer technology -- us it. |
| WI | Restore federal funding to Indian education programs by a margin of an added 15% each year to compensate for the funding reductions endured by American Indians under Reaganomics so that the Indian education programs can put as many field positions in operation to directly serve Indian children as existed prior to the 1980s. |
| WI | Tribes should be able to cover remedial courses and programs. |
| WI | Provide for improvement of educational programs to meet the needs of American Indian children. |

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| WY | Urge the U.S. Departments of Education, Interior and Health and Human Services to decrease the amount of paperwork required for Indian education programs so that they may effectively carry out the goals of their programs in support of Indian education. |
| WY | Need to continue drawing on resources of a wide variety, i.e., Chapter I, Title V, Title VII, JOM, Impact Aid and drug and alcohol programs for individual growth. |
| WY | Contract services of physical therapists, occupational therapists, psychologists and counselors particularly ones that deal with in-depth problems and develop a therapeutic counseling schedule for students. There are no services within rural areas. They have to compete with neighboring larger schools because that is where these people tend to go to work. Contract time from those schools. They don't really get to know students because those people are in and out of the schools. |

## Goal 12

## Governance of Indian Education

### CONCERNS

AL State resource centers for educational research, planning, and dissemination will provide quality technical assistance at the state level; however, federal funding would probably prevent development of state resource centers.

AL Another major concern of both federal and state recognized tribal and educational delegates is that the current definition of Indian will be changed, thus changing the eligibility status of many of the Indian students in Alabama.

AZ One of the greatest problems facing Indian students is the lack of adequate educational facilities. For public schools located on or near Indian lands, most of the problems regarding facilities stem from Public Law 81-815, Impact Aid, which is outdated and underfunded.

AZ Its provisions prohibit Impact Aid money from being used to replace facilities which were built with the same funding. Buildings constructed some 40 years ago were not designed for the age levels or educational needs of today's students.

AZ The question of block grants was discussed by some groups. The concept of block granting more of the various federal programs was considered a rational idea. It would reduce paperwork, administrative costs, duplication of reports, enhance coordination, etc.. However, the compelling concern was that, historically, block granting funds has almost inevitably meant reductions in funding. Considering the documentation compiled by the Senate Select Committee on Indian Affairs to demonstrate the negative impact of a federal appropriations cutback upon services to Indians during the past decade, great distrust was expressed about block grants and there was the feeling that this would be too easy a target for budget cutters and might result in reduction of services instead of reduction in bureaucracy and paperwork.

AZ A major concern was expressed about the need for a consistent definition of who is an "Indian" of eligibility for services and of active tribal involvement in the definition process.

FL There is no entity overseeing the OIEP study of the effectiveness of ISEP funding, nor the "1992 Tribal Consultation Meetings"; therefore, people are skeptical that there will be any significant Indian input into the reevaluation of the ISEP funding mechanism.

FL Even with changes in the ISEP funding formula, there will not be adequate revenue to meet the educational needs of Indian children. There is no denying that funding for education needs to increase nationally, the budget crisis notwithstanding. We do not accept the government's position that there "is no money." That statement precludes any discussion of the US political economy, which prioritizes a military industrial complex (among other things), over the needs of people.

FL Definition of Indian eligibility for BIA educational funding excludes some Indians. Individuals who meet tribal eligibility for enrollment or benefits are being denied educational services because of BIA requirements.

FL Administrative costs grants do not provide adequate funding to replace formerly allowed indirect costs. Public Law 100-297 eliminated indirect costs and substituted the administra-

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| | tive cost grant, thereby significantly impacting the ability of tribes to deliver services. |
| FL | Presently, contract schools are not eligible for JOM funding. |
| FL | JOM is being considered for inclusion in the Indian Priority System. If the JOM funding is transferred to IPS, educational services will have to compete for funds against other IPS programs, such as those in agriculture. |
| FL | The new Carl Perkins Act has made it impossible for small Indian groups, small vocational technical schools and community colleges to provide vocational educational programs for Indians because those groups do not meet the minimum population requirements of the new formula. |
| FL | Native Americans are not identified in statistical data used in educational funding formula. The process is already implemented for other minority populations. |
| FL | Many Native American adults are not aware of the adult vocational and technical education services available to them. |
| MI | School Districts and Tribal communities must continually identify barriers and seek workable solutions to enhance "School Improvement" processes. |
| MI | School Districts and Tribal Governments must provide all employees with training in quality leadership, measurement, analysis, problem solving, self evaluation, and assertiveness training. We must recognize that different levels and functions in the school organization processes required different types of training. In-service for the improvement of educational outcomes cannot be a yearly or even monthly activity. It must be part of the normal work of the school. |
| MI | School Districts and Tribal Communities must break down barriers by implementing problem-solving strategies through teamwork and combining the efforts of people from different school/tribal government areas. |
| MI | School districts and tribal governments must understand that all stakeholders in the school must be involved in identifying, designing programs, planning, budgeting, and selecting and evaluating materials. |
| NM | The implementation of day care and after school programs, as authorized by P.L. 100-297, is also felt to be presently inadequate. It was pointed out that some tribes lack Comprehensive Education Plans and Early Childhood education programs. |
| NM | The Conference participants saw the need for better communication between the federal agencies and the schools, including the standardization of rules and regulations and increased technical assistance in relationship to the various Public Laws affecting the schools. |
| OR | There is a lack of coordination and comprehensive planning between federal, state, and local funding levels. |
| OR | Also, poor communication between educational institutions and the community. |
| OR | The lack of coordination of educational services with human services program could provide new opportunities. |
| OR | There is a lack of accountability within school systems and institutions to ensure that all students are receiving equal educational opportunity. |
| OR | The definition of "Indian" blood quantum criteria needs to be resolved. |

OR There is a lack of tribal involvement at policy making levels of local, state, and regional education agencies.

SD Much of the failure of Indian education today is attributable to the failure of white educators and institutions to consider the value and integrity of tribal life, family, language and culture in the delivery of educational services. Our recent efforts as native people to "own" and control our educational destiny is severely hindered by the past influences of mission schools and federal boarding schools. It is further eroded by the general failure of public education in America to provide for the needs of all children.

SD Historically, Indian education has been abandoned to school boards, administrators and teachers with minimal support from parents and virtually no real tribal support. Tribes took a passive role in education, offering only resolutions of support and occasional public declarations of education as a priority. Schools had not been held accountable by tribes for the education of their citizens.

SD As tribes are seeing more and more evidence of the failure of school systems to meet the needs of Native American students, the tribal governments are surveying ways of holding schools accountable and of monitoring school success. In addition, tribes are beginning to provide leadership in the identification of what is Indian education and what are tribal values and traditions which we want education to promote.

SD Tribes have the authority as nations to influence the education of citizens who reside off-reservation and may utilize their education departments and codes to facilitate that influence.

SD While facing many of the same socioeconomic problems encountered by their relatives on the reservations, urban Indian families in South Dakota experience some unique problems created by their geographic locations.

SD Some parents feel they have mainstreamed into a dominant culture environment in their urban life and have cut off resources which may address the cultural problems they are now encountering. There is a broad recognition that native people are tied to the land and that efforts must be made to address that tie for urban populations.

SD The question for Indian educators is how to define and frame Indian education. We must clarify our own tribal definitions of Indian education. We must clarify our own tribal definitions of education. As we do so, we must structure our educational environments to meet that definition. As stated by Lionel Bordeaux, President of Sinte Gleska College on the Rosebud Reservation at a South Dakota Indian Education Association meeting, we must throw out what we know as education and start with some new strategies, ideas, and goals. "If you could wave a magic wand, what would you want to see done in education. Does it have to be the same mold? Why is it that the school year is nine months long? Why is each class 45 minutes long? Why must we meet five times a week on each subject? When will we realize that education related to everything else - we are not bound by education alone. When will it include health? When will we fit these in our education? We can't separate them, it is the total concept."

SD One fourth of the inmates in the South Dakota State Prison are Native American. They need to learn their language, culture and traditional values to permit them to integrate back into their home communities. Many of these inmates are young and have had little exposure to tribal traditions, a situation which contributes to their being sent to prison in the first place. Older inmates need to renew or gain tribal knowledge. In addition, these inmates need educational services that train or retrain them for the workforce and to be productive citizens in tribal communities.

SD While educators, parents and tribal leaders certainly viewed the National Education Goals as commendable, they overwhelmingly opposed them as appropriate goals for Indian children. The basic reason is that we prefer our children to participate in an education that is based on respect, tribal values and self-esteem. These national goals are viewed as power based and economically oriented and thus wholly unsuitable for tribal nations. Some comments include:

1. These goals focus on the dominant society, not on tribal culture.
2. Indian societies value land.
3. Goals need to put people first.
4. We need to let our children be children - don't encourage them to grow up so fast.
5. The quality of education depends on the quality of teachers.
6. Children must live in a safe, substance free environment to learn. Goal #6 should be #1.
7. We need to focus our attention on native knowledge.
8. Tribes need goals based on their own spiritual values not on economic, colonial or technological power or world position.
9. These goals could work if Indian children are taught their own language, culture and history so their learning abilities are strengthened.
10. We need our own assessment tools. We need to measure what we see as valuable for our own kids to know.
11. These goals are stated in a way that is educationally flawed because they are focused on power and economics - they are not student centered.
12. School should be fun. These goals look like another step in the termination of tribes.
13. Education is a process not a goal.
14. Education should focus on human beings and diversity. We must be concerned with socialization as well as competence.

UT There exists no current definition of "Indian" for on or off reservation eligibility which is applicable across the board for funding and student eligibility for program participation.

UT Historically under-funding has been the biggest deterrent in improving Indian Education at the tribal level.

UT There is a lack of promoting parent tribal responsibility and accountability as well as direct participation toward self-determination.

UT Although Indian tribes, families and individuals are having to encounter change by gradually integrating into the "mainstream of American society" there remain areas of concern: 1) fragmentation of tribes, 2) ability to adapt from the traditional to the modern and the reservation to the urban, and 3) the loss of culture. These areas of concern must be addressed to ensure the very survival of our tribes, families, children and future generations.

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| UT | Current American education certification standards prohibit credit for experiential tribal knowledge. The status quo requires that a course offering sanctioned by higher institutions of education must be offered and taken to have any credibility. This runs into conflict with tribal people because here again we see the imposition of institutional standards upon tribal people and culture in order to be viewed credibly with regard to the life experience in a tribal context. |
| UT | School and district personnel are unaware of Native American beliefs and way of life. |
| UT | The delayed process of transferring records from reservation or BIA schools to public schools is creating displacements and/or delays in placements. |
| UT | Currently there is no policy on Indian education at the state level. |
| UT | Currently no cooperative truancy policy exists which can be applied between tribal and public agencies. |
| UT | Currently there is no bona fide school retention program of services; as a result, Indian students dropout of school or are pushed out. |
| UT | The dispersement of funding under the Indian Education Act is currently inequitable. |
| UT | Currently the State of Utah does not fund programs of equity under national origin, race, gender of special programs categorically to serve ethnic minorities. |
| UT | Currently the Indian Education Act provisions do not provide for the inclusion of State Education Agencies nor do they provide funding. However, the Office of Indian Education requires assistance of the SEAs. |
| WA | Indian people should have access to the educational services they need regardless of their ages, their educational levels and their socio-economic status. |
| WA | Tribes are different; there needs to be flexibility so that tribes can determine and implement needed educational services for their people. The flexibility will allow tribes and Indian communities to adopt different educational options and models that they feel will best meets their needs. Changes are necessary at the federal level that will empower tribes to provide the needed educational services. Tribes need flexibility in policies, and the tribes need to have a say in what these policies are. |
| WA | Title V: There is no consistency in the interpretation and implementation of the rules and regulations for Title V. Programs may remain basically the same from year to year; and depending upon who the DOE Title V staff person is, there are varied interpretations being made to Title V programs on program operations. |
| WA | Tribes should not be included in the block grant funding to the states; rather, the tribes should have a set aside which is directly funded from the federal level. |
| WA | A concern was expressed about requiring Indian students to apply for financial aid. The Indian tribes who have negotiated treaties with the federal government should not have to apply for financial aid. Further, it was felt that the financial aid staff in the institutions of higher education do not have the proper backgrounds to determine what Indian students need. |
| WA | Impact Aid should be amended to require sign-of by tribal governments. |

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| WA | Eliminate the need for Indian people to always have to prove that they are Indian. If the Indian tribes and the Indian community view a person as Indian, that should be all that is needed. Other ethnic groups do not have to always prove that they are who they say they are. |
| WA | The low-income requirement for some of the educational services denies Indian children who have a need for the services. There needs to be a waiver for the income requirements. |
| WA | Johnson-O'Malley: A National JOM Board was formed. The tribes who were represented at the meeting had no knowledge of this Board, did not know who was on the Board, and did not know what the purpose of the Board was and what impact the Board might have on tribes and JOM programs. |
| WA | The term "attendance" needs to be defined in Indian terms. |
| WA | Have community identify goals. |
| WA | Develop a strong community to develop the schools. |
| WA | Create empowerment opportunities in which Native American community members feel ownership of programs/partnerships. |
| WA | Tribes need to assess tribal job market needs and target education dollars toward those specific needs. Upon completion of such training or education, the tribal member would then be given first priority for hiring in those specified areas. |
| WA | Tribes need to establish student internships so Indian students can gain graduation/completion. |
| WA | Governmental (state, local, federal) systems need to look at Indian tribes and communities as equal partners and accept the findings of needs assessments or issues identified and prioritized by those Indian groups. |
| WA | Increase funding for early education programs (such as Head Start) and Johnson-O'Malley which provides tutorial aid. Survey feedback rates the value of these programs in a student's education as of extreme importance in their educational experience. |
| WI | Urban Indian communities face many special problems because we do not have tribal or reservation status. This may mean that little or no resources are available to us. There is also no focus for American Indian issues. |
| WI | Milwaukee has over 1,500 students enrolled in public schools and about 500 enrolled in the post-secondary institutions. Yet we have never had an American Indian on the School Board or in the upper administration in these schools. |
| WI | Resources based on numbers continue to plague us in urban areas. |
| WI | Because the VTAE system in Wisconsin is not making hiring of American Indians a priority, we are seriously underrepresented in all categories but clerical. The VTAE system lacks the leadership and perspectives of Indian people. |
| WI | There is a problem of omitting Indian people or discounting their needs in federal policies that deal with minorities. |
| WI | Indian people are penalized for being a "minority" in terms of numbers. |

WI American Indians in the urban community face special problems because we do not have reservation status. The myth that all Indians get special monies follows us and therefore are overlooked in urban programs. We are in direct competition with other groups for money.

WY Appropriations for PL 81-874 have not equalled the authorized levels for several years and are presently being paid at the 1987 rate.

WY Wyoming is trying to get PL 81-874 funds counted as a local resource.

WY An inequity would exist between a bordering town and the reservation school districts.

WY The inequity is due to legislation authorizing 874 to be counted as a local resource.

WY The Johnson-O'Malley handbook needs to be rewritten due to the decision making of blood quantum. The weighted formula should be revised because 1) Wyoming was not consulted when the formula was reconsidered; 2) Wyoming was previously included with Alaska which meant a little more money for Wyoming and 3) Wyoming has been lumped with the lower forty-eight states and under the same weighted system.

## RECOMMENDATIONS

AK It is recommended that the application, reporting and accounting required for federal programs be simplified and streamlined. Reporting requirements are complex, take too much staff time to complete, whether the program entails small or large dollar amounts.

AK Programs must be monitored and in compliance. The organization (i.e., school district, tribal authority, policy committee) responsible for the receipt of funding must insure that funding is used for services to students and follow program goals. These existing provisions must be enforced.

AK We need both clear standards established for basic health care for families and limited access to that health care. There is usually one practitioner in a village. There is a need for another option, which is currently not available.

AK A mental health program must be developed and established in villages and it should be modeled after the Community Health Aide Program. (The CHAP program is a regional program which identifies, trains and employs a Health Aide to provide each village with basic health care service through the regional health corporation.)

AK There must be more emphasis on parental training. Issues would include FAS/FAE, how to communicate with schools, developing and improving parenting skills, etc.

AK Expand alcohol and drug prevention programs. Establish culturally relevant programs in villages. Encourage the establishment of support groups (talking circles, AA, etc.)

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| AK | Hepatitis B vaccination: Is it required? What is the vaccine derived from? More information needs to be provided. |
| AK | Testing for Physician's Assistant certification must be available in Alaska. |
| AK | We need to assure that the care of our elders is culturally relevant and based upon their needs. |
| AK | Medicare must be extended to home health care. |
| AK | The Older Alaskans Commission must be regional and culturally diverse. |
| AK | Crisis respite services must be increased. |
| AK | Services providing care and aftercare should be available in rural areas. Traditional healing methods should be incorporated. |
| AK | The Community Health Aide Program needs to be supported. There is never enough funding for this program. |
| AK | Suicide prevention is critical if we are to survive. Due to the high incidence of suicides in Alaska, particularly among young Native males, culturally relevant prevention and intervention programs must be developed and implemented. |
| AK | FAS/FAE: Teachers and administrators must be trained to recognize and work with the students and parents affected by FAS/FAE. |
| AK | Human service agencies must coordinate and network to maximize service delivery to insure that the use of limited resources promotes academic services. |
| AK | Coordinate between social services, health agencies, nutritional agencies and education services. This appeared to be a definite key or priority. |
| AK | Foster care: foster homes must be recognized as an asset. |
| AK | The State of Alaska must accept its responsibility to implement the ICWA. Children are going from one temporary care situation to another. |
| AK | More Native foster homes must be identified and licensed. Training and support programs must be provided to Native foster parents. |
| AK | Service providers do not understand the background (rationale) of federal services. These services are not a free handout, but rather a result of constitutional law. |
| AZ | Effective methods to educate at an early childhood level include the use of bilingual personnel, continued staff training, use of hands-on activities, ample opportunities for oral language development and the introduction of native language in preschool. State universities should provide an early childhood certification program in rural areas for the convenience of personnel. |
| AZ | Establish a vision of what kind of child we want to produce. This vision should be locally articulated and integrated into curriculum, philosophy and scope. |
| AZ | More positive emphasis must be placed on student self-awareness and the importance of family and tribal relationships if students are to become perpetuators and keepers of their culture. |
| AZ | It is not enough to offer programs to parents. Schools cannot only provide what the schools want the parents to know. Schools must also provide information the community wants to learn. |
| AZ | Parents can be assisted in carrying out local control programs by schools or tribes providing funding for legal issues. |

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| AZ | Tribes need to further develop language study materials to make Native literature more widely available. Native languages and cultures need to be integrated into all parts of the curriculum. |
| AZ | The responsibility for incorporating the histories, literatures and traditions of Indian nations rests with both local schools and Native communities. If genuine dialogue and partnership are attained, both should work collaboratively toward this end so that all children benefit from our multicultural heritage. |
| AZ | Tribes must formulate educational policies and codes to encompass short and long range educational plans and goals and preferably a 20-year plan. Funding must be allocated to plan and implement this task. |
| AZ | Tribal governments need to assert a positive leadership role in the education of their children. |
| AZ | Tribal education departments should cooperate in the development of appropriate criterion-referenced tests for their students and the development of relevant norms for standardized achievement tests. |
| AZ | The state equalization formula should be amended to allow Indian students to receive the full benefit of state education funding whether in an urban or on-reservation setting. |
| AZ | Tribes should develop tribal education codes and enforce existing compulsory attendance laws. |
| AZ | Tribes should be aggressive in pursuing what they see as education needs that are unmet. |
| AZ | Funding should be assured by tribes for expanding existing programs that are helping. |
| AZ | Education in tribal government processes could be provided by tribes through classes or mock election programs for children or explanations given by tribal council members on their roles. |
| AZ | Tribes should ensure that children are bilingual, since language is a key to continued survival of Indian cultures. |
| AZ | Tribes should mandate that school boards require tribal government courses in their schools in grades K-12. |
| AZ | Tribes should share their economic development projections with the schools. |
| AZ | Legislation should be changed to allow tribes to establish their own education departments and to control access to facilities for the community with funds in the formula for facilities, maintenance and janitorial costs for 12 months. |
| AZ | University-level on-site courses should be provided, as well as continuous opportunities for staff to upgrade their skills, knowledge and abilities to meet the needs of Indian children. |
| AZ | Encourage each tribe to determine how they want local schools to address Native language fluency. This would include meaningful educational codes and enforcement of such codes. |
| AZ | Develop, in partnership with schools, a series of model Native American schools based upon research. |
| AZ | Support tribal education efforts in the development of tribal education departments with genuine authority over testing, facilities and finances. |

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| AZ | In the past, Federal monies, which were not meant to supplant state funds, paid for these higher costs. Impact Aid monies should be utilized by the affected school district pursuant to the intent of the legislation and in accordance with the Indian Education Needs Plan developed by locally affected tribes. |
| AZ | The Federal government must recognize and accept its responsibilities to American Indian students because the presence of federal trust land reduces property taxes for facilities development to almost nothing. |
| AZ | A basic goal of each school must be to serve the community as a whole and to ensure the maximum possible use of facilities for the benefit of the community. |
| AZ | Schools should make effective use of all available media to communicate the positive attainments of their students. |
| AZ | Certain privileges, such as housing, voting and participation in tribal processes for non-tribal members should be considered by tribes in order to make these teachers feel welcome and more comfortable within the local communities. |
| AZ | Create incentive programs such as educational enrichment and staff development opportunities, which may include matching tribal funds or other subsidized benefits, to attract and retain the best teachers and administrators for local schools. |
| AZ | Tribes should construct a network of curriculum materials, in-service training programs and cooperate with colleges and other agencies. |
| AZ | Acknowledging that it is always difficult for two different bureaucracies to establish formal cooperation without undue complications and paperwork, it is recommended that serious consideration be given to: 1) placing the national Head Start program under the U.S. Department of Education and 2) providing funding for such programs as a component of normal school finance formulas. |
| AZ | The conferees did not have the time or opportunity for a detailed review of the many federal laws, regulations and policies that directly or indirectly affect Indian education. There was general consensus that a careful and detailed review was essential, especially since a number of the laws are due for reauthorization consideration in the next 2 years. |
| AZ | One consideration that was deemed feasible, based upon proposals by the administration and one of the BIA initiatives, would be permitting a tribal or local school option to consolidate programs. A GAO study a number of years ago praised those schools that had made a local effort to effectively coordinate federal supplemental programs as much as possible. |
| AZ | A special effort should be initiated to demonstrate to tribal leaders of the role of effective early childhood programs in any meaningful economic development activities. The work involved in expanding such centers and the additional jobs that would be provided are an economic activity in and of themselves. |
| CO | Funding is always a major issue and a focus of much attention. In fact, a disproportionate amount of time is spent in the struggle to seek or maintain adequate levels of funding. Approximately $349,000 is allocated to all Colorado Title V programs. Only one school district supports additional funds in order to provide a full-time |

coordinator of a Title V program. It is important to revise and expand the Johnson O'Malley and Title V Acts so increased funding and educational opportunities are made available to all Colorado Native students, urban and rural.

CO The needs of off-reservation (urban and rural) and on-reservation Native youth must be met equitably and without fostering divisiveness within or between Native communities and tribes.

CO The trust responsibilities of the federal government and the treaty rights of Native people regarding the education of Native children cannot be ignored or violated.

CO Tribal sovereignty and individual rights should be protected and honored.

CO It is impossible to separate federal Indian policies from the problems associated with the implementation of those policies. Statements of worthy goals or impressive policies, when standing alone, are inadequate; provisions must be made for appropriate implementation and should include:

a. Increase numbers of well prepared Native personnel at all levels and in all roles;
b. Adequate funding to enable effective training and implementation of all policies;
c. Local control by Native people of the educational programs for their children; and
d. Administrative procedures and personnel that are responsive to local control, timely in making decisions and delivering services, and cost efficient, thus supporting, rather than hindering, the actual attainment of the goals that the policies were designed to achieve.

CO Many problems of Indian education are a result of significant problems in society including racism and poverty. Therefore, until these problems are solved, education will continue to reflect greater social problems. Strong and safe families are fundamental to healthy Native children who are ready and eager to learn. Self-respect and equal opportunity for Native people are linked to educating all American children about Native culture, lifeways, and contributions. Ultimately, to consider the educational problems of Native students in isolation of pervasive social problems is self-defeating.

CO Partnerships must be created among the agencies that serve Native families and their children. Effective partnerships would ensure that available funding is used wisely and not fragmented and or unnecessarily duplicative.

CO Present governance and accountability structures need to be changed so that Native parents are well represented on policy-making boards and committees.

FL Create a "Home-School liaison" position to act as a bridge between the Native American parents and the local school. Provide child care and transportation to enable Native American parents to participate in school functions and activities.

FL Provide funds to continue the dissemination and interpretation of findings and recommendations. Also, provide funds to establish other goals and monitor the implementation of recommendations.

FL Establish and maintain positions for resource persons for each tribe to assist students.

FL Encourage college representatives to provide workshops for tribes and Indian communities on college admission procedures and financial aid.

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| FL | Include a service payback provision for the recipients to work for an Indian tribe or community upon completion of their academic program, by using existing programs as models (e.g., medical and dental school programs). |
| FL | Fields of study recognized by program should be changed to include all majors at both the baccalaureate and postbaccalaureate levels. |
| FL | Need areas must be determined by the tribe or Indian community through annual surveys and forwarded to OIE. |
| FL | OIE fellowships should be awarded and funding commitments should be made prior to the beginning of the school term. This would enable students to begin school immediately. |
| FL | Establish a qualified liaison between the tribe or Indian community and local school boards to identify deficiencies in curriculum for Native American students at the K-12 level. |
| FL | Review, improve and streamline the appropriations process to insure that needs expressed at the local levels are carried intact to the national appropriations process. |
| FL | Mandate real "consultation" with tribal representatives in the ISEP process. |
| FL | ISEP funding should at least meet or surpass current funding levels, as an equitable base per child. |
| FL | Change the definition of eligibility to include those individuals who are members of or are eligible for membership in their tribe. |
| FL | Restore indirect cost rate in BIA school operations programming, or adjust the administrative cost grant formula to meet the needs of small schools. If indirect costs rates are utilized, they should be negotiated on a tribe-by-tribe basis. |
| FL | Contract schools be eligible for JOM funding. |
| FL | JOM funding remain on a formula funding basis, i.e., a head count basis per school. |
| FL | The Federal government must charge states with developing special funding formulae to enable adult Indians and Native Americans to obtain the necessary academic, vocational and technical skills needed to become literate and gain meaningful employment. |
| FL | States should be mandated by the Federal government to include Indians and Native Americans on the IPED form as they do with other student populations in vocational education. |
| FL | All projects programs need to be required to do outreach to Native Americans within that program's service area. |
| IA | With 85% of Native American students in public schools, emphasis needs to be directed toward services for these students as well as attention to the District roles and shared responsibilities for providing culturally sensitive education for Native American students. Local school districts receive Title V and Impact Aid allocations per Native American enrollments. Federal legislation needs to be enacted to mandate local school district matching funds for Indian Education programs. A base level of funding needs to be enacted for Title V programs to ensure that adequate staff time is allowed to provide for comprehensive services to Indian students. |

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| IA | Early Childhood Education is underfunded and not recognized in some federal programs. Title V does not include Pre-school programs. The keys to educational success are good building blocks. These include: good prenatal care, a good homelife, and high self-esteem. Legislation and program support needs to address these issues. We need legislation that will promote the traditional tribal concepts of home and family, and the concept of the extended family. |
| KS | The need to develop and continue a thrust of community and tribal support as related to continued funding and involvement. |
| KS | Preservation of significant documents needs to be a priority of the Federal Government. |
| MI | The BIA, ANA and Federal Department of Education must initiate funding programs to assist tribal governments and urban American Indian organizations the opportunity to design new early childhood programs or expand existing programs. Available dollars must be available for program start-up and construction as well as staff development/training dollars. |
| MI | National legislation needs to be developed which holds school districts responsible for the retention of American Indian students through to graduation of high school. |
| MI | American Indian satellite communities including rural non-reservation communities need to be included in any education programming, implementation, dissemination and evaluation. |
| MI | Each State Department of Education/Board of Education must have a clear policy statement addressing the diversity of the American Indian populations within their states and must provide the necessary funds to support. |
| MI | The State Board of Education must initiate funding programs to assist tribal governments and urban American Indian organizations the opportunity to design new early childhood programs or expand existing programs. Available dollars must be available for program start-up and construction as well as staff development/training dollars. |
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| MI | The State Board of Education must initiate funding programs to assist tribal governments and urban American Indian organizations the opportunity to design new early childhood programs or expand existing programs. Available dollars must be available for program start-up and construction as well as staff development/training dollars. |
| MI | If the Federal Government and the State of Michigan are to enhance the educational outcomes of Michigan Indian students they must do it through policy development and the fiscal resources of the BIA, Office of Education and Michigan Board of Education work with post-secondary institutions to assure that the following concepts and ideas are fully incorporated into all aspects of the higher education program. |

MI Develop a long-term, systematic approach to address the growing poverty of American Indian families, especially single-parent households with children, by revising policies to provide work and education incentives, benefits of health care, child care and transportation.

MI Fund a special national effort to nurture American Indian youth development by focusing on leadership, community service, recreation, substance abuse prevention, cultural identity, and employment opportunities for American Indian youth.

MI Federal Indian Education Law, Regulations and Policies:

1. If you were able to amend Title V, Title VII, Chapter 1, Impact Aid, JOM, etc., what changes to these laws would be made? Example:
    - a. Consolidation of all laws under Indian Education under one title.
    - b. Maintain separate programs, but permit waivers to regulations.
    - c. Block grants: Coordination of funding sources.
    - d. Others.

MI Title V Legislative Recommended Amendments

1. Section on Funds Available to Public Schools:

Clarify:

- a. OIE must provide a 60-day response time for Grant approval. The law must also allow an extension for the OIE in meeting this standard.

Disallow:

- b. Funding level for Title V Indian student participants should be at least (25%) of the per pupil expenditure of the state where the student resides.

Funding:

- c. Reduction in all paper work requirements.

MI If a school district falls within tribal jurisdiction, they must forward their application for review and comment to the appropriate Tribal Education Department/Board.

MI If a local school district chooses not to apply for Title V funds and falls within the jurisdiction of a tribal government, the tribal government may apply directly to the Department of Education for the purposes of establishing appropriate Indian Education Programs in that school district.

MI All rules and regulations defined by Title V must be recognized as prevailing language when incorporated into collective bargaining agreements.

MI Discretionary - Sub Part Two and Three need more funds be added to this section but no subtraction from other sections of the Act.

MI The participant identification and monitoring systems used in Migrant Education must be redesigned to better identify American Indians.

MI Funds need to be appropriated to back Public Laws 100-297, 93-638, and 95-561; and implemented to the full degree of the law.

MI All state teacher certification language programs must be amended to meet the needs of P.L. 101-477 which allows American Indians fluent in their language to teach in public schools for a public school language program.

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| MI | Any major changes currently being considered or future proposals, effecting/affecting the supplemental Johnson-O'Malley Education Program must be disseminated for appropriate and meaningful Tribal consultation utilizing the established and existing BIA procedures and appropriate notification and time frame for response will appear in the Federal Register. Funding level for JOM student participants should be at least (25%) of the per pupil expenditure of the state where the student resides. |
| MI | P.L. 100-297, Education Technical Amendment Act said Act calls for the establishment of Tribal Education Departments, the necessary accompanying appropriations to fully fund this endeavor must be made. |
| MI | Impact Aid requirements must include a sign off requirement for the appropriate local Tribal Government. |
| MI | Impact Aid should not be considered in the State of Michigan school aid formula for qualified Impact Aid recipient school districts. |
| MI | All state-directed programs which use federal monies and incorporate American Indian student population figures as a factor for determining their level of funding must show evidence that American Indian students are being serviced by these programs and are experiencing the desired outcomes. |
| MI | Permit tribes to develop their own policies concerning application, distribution of funds, and program monitoring and evaluation. |
| MI | Use Michigan Indian Tuition Waiver Program legislation as a national model. |
| MI | Extend the Michigan Tuition Waiver legislation to include tribal-controlled colleges as eligible sites for the use of the Indian Tuition Waiver Program. |
| MI | Implement tribal education codes and actively do them. |
| MI | Legislation requiring LEA's and states to submit plans of implementation and operation to meet this goal. |
| NC | That Congress direct all federal programs for Indian Education be administered by the U.S. Department of Education and that the total funds available for Indian programs not be less than FY91 funding level (or the highest of one of the last five years, whichever is greatest). |
| NN | As in so many areas, the Navajo Nation must have the authority to set standards and requirements for the services identified by the conferees as supportive of continuation in school. Regardless of the funding source, the Navajo Nation must be able to mandate services and programs Navajo people recognize as needed by their children to help them successfully complete school. |
| NN | Parents and community elders need to be integrated into the life of the school and the school integrated into the life of the community. Adult literacy programs should be school centered. Such programs should be supported by educational resources, library service resources and community services resources. Again, where laws governing the funding source discourage or do not support coordinating resources from more than one source, they must be changed, or more favorably interpreted through new regulations to allow community learning in the schools. |
| NN | NCC needs to obtain funding and initiate an amendment to its enabling act to allow it to provide a 4 year degree, with emphasis on bachelors degrees in education. NCC also needs to serve as a training institute for school personnel in a variety of skills area, including training in Navajo history, culture and learning styles. |

NN The Navajo Nation lacks credible data on special education. Such data should be compiled through the cooperation of IHS, the BIA and the public schools. This will provide a baseline for evaluating the extent of need for special education services.

NN The Navajo Nation needs to develop a Navajo State Plan for special education, applicable to all schools and programs in the Navajo Nation. This is another critical need that could be better met by a Navajo Department of Education comparable to a state department of education. The Navajo State Plan could also involve development of culturally appropriate diagnostic instruments and procedures, something now almost totally lacking in special education programs in the Navajo Nation. Federal laws regarding special education, BIA school operations, self determination contracting and Impact Aid funding need to be evaluated and changed where necessary to permit such a Navajo State Plan to be developed and applied to all Navajo schools.

NN As part of its state plan, the Navajo Nation should establish a comprehensive plan for development of professional and paraprofessional staff working with disabled children and adults. Training resources need to be identified both through scholarship assistance and training resources for such an effort.

NN To address this need, funding for BIA schools and public schools needs to more realistically address school bus transportation needs in rural areas. Directives to GSA, to states setting transportation allowances for evaluated school districts are needed. In addition, the BIA and the Department of Transportation need to undertake a comprehensive analysis of road development needed in the Navajo Nation and other Indian Nations, with priority given to roads needed for school bus routes. Once need had been accurately assessed, a prioritized, multi-year plan to pave and improve roads needs to be established and incorporated into each year's federal budget.

NN School facilities likewise need to be comprehensively renovated, rebuilt and added to. Neither in public nor in BIA schools do Navajo students enjoy facilities which are structurally sound or academically appropriate. As a first step, the Congress or the President should call for a comprehensive inventory of existing school facilities in Indian nations in both the BIA and state public school systems and a realistic assessment of school construction and school renovation needs.

NN The physical state of school facilities in Indian country belies the words of support for Indian education emanating from the federal government. A comprehensive federal initiative to improve school facilities would be a good way to initiate the new federal/tribal alliance for school improvement.

NN To increase the availability of postsecondary education to Navajo People and completion rates in postsecondary programs, financial aid resources need to be evaluated, increased and changed in their requirements. More room must be given to meeting developmental education needs as part of a student's college program. More attention must be given to the needs of students with children and families and students who are working. New sources of financial aid need to be developed and old sources reactivated. More IHS support for students studying to be nurses or doctors or human services workers is needed. A program such as the National Teacher Corps is needed once again. In addition, educational loans for Native Americans should be established to assist students unable to obtain grants of financial assistance for their education.

NN To accomplish the establishment of a Navajo Department of Education with authority over education programs in the Navajo Nation, it is essential that federal education laws be amended or reinterpreted to allow Federal funds that now flow through state departments of education to go to the Navajo Department of Education for allocation to local schools. Likewise, funds administered by the BIA at any level need to be administered by the appropriate administrative level within the Navajo Nation system.

NN In addition, however, funds generated at the state level for publicly funded schools in the Navajo Nation should, by appropriate intergovernmental agreement, be administered through the Navajo Department of Education. This would include funds for technical assistance and support services as well as funds for direct classroom programs. The intent of this proposal is to assure a direct programmatic link between the Navajo Nation and schools within the Navajo Nation so that Navajo education priorities can be implemented in Navajo schools.

NN At the core of much Navajo dissatisfaction with the current governance structure of schools educating Navajo children is the Navajo Nation not being able to integrate instructions in Navajo language, history, government and cultural traditions into the basic curriculum of publicly funded schools in the Navajo Nation. Despite the adoption of Navajo education policies calling for the inclusion of such Navajo specific course areas, few schools have even attempted such offerings.

NN The Navajo Nation considers education the key to cultural continuity or the path to cultural dissolution. Studies in Navajo language, social studies and cultural studies MUST be included as part of the basic educational program of all Navajo children if the Navajo People are to persist as a distinct people. This is a survival issue for the Navajo Nation. It belongs at the heart of educational programs for Navajo children--not relegated to an optional, supplemental, hit or miss "Indian culture" category in a school setting unreceptive to Navajo course content.

NN A Navajo Department of Education will be better able to allocate programmatic resources among other Navajo education priorities as well. These include programs of agricultural/horticultural studies, programs of parent effectiveness education and the many areas of academic discipline identified by conference participants as needed by Navajo students. A Navajo Department of Education could spearhead programs aimed at improving school attendance. Such a department could better coordinate support resources from non-education sources to be utilized with education funds to improve education services.

NN In addition, President Bush, by executive order could direct all agencies of the federal government to examine all of their programs affecting education and programs supportive of education, child development and youth development to assure that they are administered in ways that are supportive of the government to government relationship between the United States and Indian Nations, supportive of the sovereignty of Indian Nations and supportive of the cultural survival of Indian peoples.

NN In particular, all such federal programs could be evaluated in light of the recent proclamation of President Bush on the relationship between the United States and Indian Nations, the American Indian Religious Freedom Act and the Native American Languages Act. Appropriate regulations under every education program and every related support programs could then be developed with Indian Nations to assure that the programs were administered in ways supportive of the linguistic, cultural and religious continuity goals of Indian people.

NN The Navajo Pre-Conference adopted the recommendation that the White House Conference be followed up at 5-year and 10-year intervals with additional White House level conferences on Indian education to measure the effect of initiatives begun at this White House Conference. Such a mechanism could be used to identify particular areas of statutory development that will be required to take the United States and Indian Nations further down the road toward true self determination in light of the changes made possible by this proposed executive order. Such a follow up on the White House Conference could identify progress made up to that point and roadblocks to further progress that might require new legislation.

NN The Navajo Nation Pre-White House Conference on Indian Education has made many specific recommendations for actions by the White House Conference. In particular, Navajo delegates will seek supportive federal action to assist the Navajo Nation in assuming more direct control over the education of its people. They will seek federal support for developing a corps of Navajo teachers for developing and enforcing education standards consistent with the Navajo education policies, including standards supportive of Navajo language development and Navajo citizenship development.

NV It was unanimously agreed that a refocusing must occur on a national basis to stimulate positive change on the local level. Therefore it has been suggested that our final recommendations respond to the ten national goals established for Indian Education developed by the Indian Nations at Risk Task Force.

OK Design information on current family value systems and delegate to school personnel.

OK Have states mandated to follow through with policies and mechanisms already in place.

OR Identification of all Indian and Alaska Native generated federal and state funds, and coordination of efforts and dollars to maximize benefits to students and minimize administrative costs whether or not an Independent Board of Indian Education is established to assume responsibility for all existing federal programs relating to the education of Indians and Alaska Natives.

OR Professional needs of Indian reservations and Indian and Alaska Native communities, including the expertise for economic development and the targeting of federal scholarship and fellowship funds to better meet the needs as defined by the tribe or the community must be given full support and funding.

OR To insure community based growth and development, tribal economic and self-determination goals need to be linked with the goals of local school programs and tribally controlled colleges (where appropriate).

OR Consolidate all Indian Education laws under one title.

OR Develop a consistent definition of "Indian" for eligibility purposes.

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| OR | Community needs should be the initial criteria used to determine policy in the education of Indian youth. Tribal culture should be construed as only a part of the community needs aspect. |
| OR | Indian input is critical to any attempt to consolidate all Indian Education laws under one title. |
| OR | Tribes should have authority over Indian Education on reservations since education is a matter of government jurisdiction. The "urban" Indian community will have to rely on cooperative agreements with LEA's and SEAs. Intergovernmental agreements between Tribes and States might serve to create better responses to the need for increased awareness of states' responsibility to Indian education. |
| SD | Special demonstration projects and practicums be implemented utilizing existing land resources. |
| SD | Insure that tribal education codes mandate the teaching and integration of language. |
| SD | Tribal Councils should declare a right to language preservation and maintenance and mandate its use in tribal operations. |
| SD | Treaties and tribal government curricula should be integrated at all levels of education. |
| SD | Identify traditional leadership qualities and styles through community based research. |
| SD | Identify contemporary leadership styles that promote tribal self-determination. |
| SD | Host leadership development institutes that offer opportunities for strategizing about tribal concerns, foster higher order thinking skills and which model conflict resolution and problem solving utilizing contemporary cases and role playing. |
| SD | Develop adult education programs which enhance skills of grassroots leaders and familiarize them with obstacles to change and with global perspectives about tribal concerns. |
| SD | Tribal Education Department funding, as authorized by P.L. 100-297, should be requested by the BIA and appropriated by Congress to establish education departments and to support development of education codes for all tribes. |
| SD | Federal programs funding Indian education need to require tribal review of program applications. |
| SD | Congress should enact legislation to support the authority of Tribes to govern and influence the education of tribal citizens who reside off the reservation and/or who are educated by public schools. |
| SD | Tribal governments (councils and education departments) extend their authority over tribal citizens who reside off-reservation by demanding quality education and negotiating cooperative agreements with states and urban school systems to facilitate tribal needs being met for urban populations. |
| SD | Existing Indian education programs such as Title V and JOM be allowed more input into program and curricular development by school districts. |
| SD | Indian education programs need to do more networking with other urban based programs to broaden their impact and power base. |
| SD | Interventions which are culturally appropriate and community based must be integrated in urban schools in the same manner as they are in reservation schools. What works for the average white South Dakota child will probably not work for a native child. |

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| SD | Conduct public education campaigns which emphasize the school as a reflection of the community and which stresses the inherent value of education. Such campaigns also inform the public about school policies, plans and events. |
| SD | Tribes, states and educational institutions need to develop philosophies of education which recognize the importance of diversity and pluralism in our schools and our lives. |
| SD | Improved teacher training both in current education programs and for current school teachers. Individuals who come from out of state to work in South Dakota need to receive tribally mandated training pertaining to content and methodologies for working with Indian learners. |
| SD | Increased and more timely funding for school facilities. In addition, guidelines for school size, etc., which are promoted by the BIA must be reviewed and made more reasonable and realistic. |
| SD | Local control must be the foundation over which education of our people is built. |
| SD | Collaboration between state and private universities, colleges, and tribal colleges should be formalized to allow tribal colleges access to resources that meet reservation and urban Indian needs and to allow state and private institutions to better serve the South Dakota citizenry and their native students. |
| SD | South Dakota's Board of Regents and Board of Education should collaborate in the development of an Indian education philosophy and policies in cooperation with tribal schools and colleges for the purpose of providing guidance to educators and school boards. |
| SD | Tribal colleges should continue and expand existing curriculum development particularly focusing on tribal histories, stories and cultural values, expansion of teacher training and other academic programs to meet tribal developmental needs. In addition curriculum improvements can include: creation of demonstration and model projects in agriculture and other forms of economic development; showcasing successes in Indian education; development of demonstration classrooms and schools and otherwise provide for the improvement of the quality of individual and tribal life. |
| SD | The State of South Dakota should provide funding for non-tribal members who are State citizens who attend tribal colleges. |
| SD | Establish the focus of adult education on literacy in Tribal and Euro-American knowledge following established tribal standards. |
| SD | Increase funding by the BIA and State for adult education programs with program priorities focused on the areas identified by local programs. |
| SD | Conduct an assessment of needs of Indian inmates for design of education services. |
| SD | Hire an Indian person to serve as coordinator for education services for Indian inmates in the South Dakota state prison system. |
| SD | Develop communication among prison administrator and Indian educators. |
| SD | Design a bilingual program and hire a bilingual teacher for the Sioux Falls and Springfield prison facilities. |

SD All Indian education laws must be viewed as a contribution by the federal government as a fulfillment of its trust responsibility to Indian people for their education. Also, all laws must be viewed in the context of their basic intent which is to build upon existing systems which have already been identified as failing to meet the needs of Indian learners.

SD Establish a task force to review the possibility of the consolidation of all Indian education monies to be distributed on an equitable basis to tribes for local distribution by an oversight committee.

SD Fund tribal education departments and the development of tribal education codes.

SD Promote entitlement rather than competitive funding pending resolution of the consolidation issue.

SD Strengthen local control by pushing decision making into the local agencies and schools rather than retaining control at area offices or the central office, or in the case of the Department of Education at the D.C. level.

SD Allocate adequate funding to the Minority Languages Act and allow priorities to be set by tribes as to their language needs.

SD Stress cultural identity and values as the foundation of Indian education laws.

SD Develop methods to overcome obstacles to parental involvement in the implementation of Impact Aid laws, Title V and other programs. Mandate tribal signoff of Impact Aid monies to insure tribal input in public school systems.

SD Honor success by promoting tribal accrediting bodies and supporting their funding.

SD Fully fund Indian Education laws to insure that adequate dollars are available to serve new and existing initiatives.

SD The BIA and other agencies should serve as advocates of Indian education and tribal control.

SD Put tribal regulation in place of federal regulation. This strengthens tribal sovereignty and truly promotes the autonomy which underlies Indian education efforts.

SD JOM recommendations prepared by several JOM programs include:

A. Revise the JOM handbook to promote nationwide consistency;
B. Oppose merging JOM and Title V since they are currently mutually exclusive programs and are both inadequately funded to meet needs. Oppose moving JOM to the Department of Education for the same reasons;
C. Keep the newly formed JOM Advisory Board/Task Force ongoing or permanent;
D. Oppose putting JOM under the BIA's Indian Priority System because JOM may then lose its distinct identity and would compete for funding with other tribal needs;
E. Increase JOM funding and forward fund the program. Currently JOM is not an education priority of the Office of Indian Education Programs (OIEP); and,
F. JOM should be made a priority of the OIEP.

SD All tribes and urban communities should conduct forums to develop local education plans. Tribes in South Dakota will join together to develop a South Dakota blueprint for Indian Education.

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| SD | Tribal education philosophies and goals should be developed with input from all parts of the community and from all service providers. |
| SD | These philosophies and goals should then guide schools, colleges and education programs in the design and implementation of education initiatives. |
| SD | Goals and strategies should be active and outcome oriented. |
| SD | Coordinate services among agencies such as BIA, Departments of Education, Labor, Health and Human Services and other agencies via interagency task forces and cooperative agreements. |
| SD | Because the vast majority of Indian children are educated by public schools, it is imperative that tribes and educators present workable recommendations for state governments and school systems. These recommendations assume a commitment by the State to the well being of each Indian person and acknowledge a commitment by Indian educators to work with the States to facilitate these recommendations. |
| SD | Establish cooperative agreements between the State and tribal governments acknowledging tribal authority over the education of its citizens by public schools. |
| SD | Promote cooperation and collaboration between state agencies, schools and colleges to strengthen teacher certification, Indian studies requirements and to facilitate curriculum development for all grades. |
| SD | Provide funding by the State of non-tribal members who are state citizens who attend tribal colleges. |
| SD | All tribes should establish tribal education departments and implement tribal education codes. |
| SD | All tribes should support post-secondary services being provided in some manner to their citizens. |
| SD | All tribes should lobby for increased funding for Indian education, work with educators to develop and change laws, and provide available resources toward Indian education initiatives. |
| SD | All tribes need to support teacher training, curriculum development and local control. |
| SD | All tribes should pass resolutions outlining their expectations of a quality education for each Indian child and stating their insistence that such education be provided (using the education department and code to hold schools accountable). |
| SD | All tribes need to support the establishment of local and/or regional accrediting bodies for tribal education systems. |
| SD | Tribes need to negotiate in good faith with urban school systems to implement special initiatives around the education of urban youth and adults. |
| SD | All tribes support post-secondary services being provided in some manner to their citizens. |
| SD | All tribes lobby for increased funding for Indian education, work with educators to develop and change laws and provide available resources toward Indian education initiatives. |
| SD | All tribes actively support teacher training, curriculum development and local control. |
| SD | All tribes pass resolutions outlining their expectations of a quality education for each Indian child and stating their insistence that such education be provided (using the education department and code to hold schools accountable.) |

SD All tribes support the establishment of local and/or regional accrediting bodies for tribal education systems.

SD Tribes negotiate in good faith with urban school systems to implement special initiatives around the education of urban youth and adults.

TX More communication and coordination among Native American communities and reservations within the state must be approved. But that is being rapidly remedied by several local organizations and by a research and education coalition based in the state's capitol city.

TX There are no existing Texas state laws or regulations addressing Indian education. In the event that the Federal government doesn't implement the mandate in Title V, it should be a Texas Education Agency regulation (A) that they identify Indian children in all areas of the school systems; (B) educate the parents to the availability of Title V programs; (C) mandate that school boards implement Title V if requested by the parents. Requests for Title V should follow the guidelines set out in the Federal regulations.

TX Indian tribes should have jurisdiction over the education of their children.

TX There should be an underlying consistent definition of Indian for eligibility purposes. An "Indian" is a member of any federally recognized North American Indian tribe, band, nation, including any Alaska Native village or regional or village corporation as defined in or established under the Alaska Native Claims recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. The criteria of membership in such federally recognized North American Indian tribes remains a matter of specific tribal sovereignty. A group of such American Indians, even if made up of members from different tribes, should be eligible to obtain educational funds and programs access.

TX An American Indian Education Agency of Texas should be created and maintained to implement and enforce programs designed to facilitate Indian education.

UT Consultation and direct participation of Indian tribes, urban and reservation leaders in deciding on a consistent definition of Indian students with allowance for tribal determination for eligibility.

UT Consultation and direct participation between appropriate agencies should take place in the development of 1) equitable formulas; 2) disbursement; 3) contracts; 4) regulations and guidelines; and, 5) write alternatives for minimum base funding of $25,000 to benefit smaller tribes.

UT Parents need training to become active partners in the educational process. A more cooperative interaction needs to take place between the parents and school. Training in parenting for assumption of responsibilities with all its ramifications needs to be provided. School staff must be a party to the training as well as being direct facilitators of the process.

UT Education certification requirements should be adjusted and funds be made available for tribal elders individuals to be brought into the classroom as recognized instructors receiving remuneration to teach language, tribal culture and teacher training.

UT Native American parents must also be educated about school philosophy and policies.

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| UT | Greater utilization of public relations to promote a positive image of Native Americans and to educate the larger non-Indian population as to the diversity, direction, and activities of the Native American communities. |
| UT | Board members and district personnel need to be associated with Native American parent committees and programs. |
| UT | Educators must tap into Native American organizations for resources and advice. |
| UT | We need a uniform system between reservation, BIA schools and public schools to transfer records accurately, quickly and efficiently. |
| UT | Develop a state policy on Indian education which is enforceable. Requires LEA compliance; a policy which is tied to state education programming. |
| UT | Establish a working task force composed of American Indian representatives from throughout the state of Utah to formulate a "Utah Indian Education Policy." This can be done in concert with the Office of the State Superintendent of Public Instruction in its development, and for ratification by the Utah State Board of Education. Such policy can be effected as a part of the Utah Administrative Code and/or the Utah Code. Such policy would also include state legislative appropriation for education program services specific to Indian students. |
| UT | Establish of a working task force composed of tribal and public agencies in the formulation of cooperative and with the effect of civil law to both off/on reservation cases. Such policy should be established to promote attendance of Indian children in the school system. |
| UT | Academic program strategies must be developed, implemented and monitored to retain Indian students not only in school but to enhance their academic performance. |
| UT | The Utah State Office of Education, local school districts, Indian tribes, and Indian educators must develop and implement a plan of program services which target retention and academic performance of Indian students. Such program services must be an integral component of the Indian students' academic curriculum which includes the home and support staff. Such a program process to directly train and assign LEA school staff (i.e. counselors, teachers, office clerks, parents, etc.) to track maintain academic competency of individual Indian students. This process can directly involve participation of the PTA and parent volunteerism. |
| UT | Indian education programs must receive funding appropriation which is equitable across the board. |
| UT | The State Education Agencies, Indian tribes and the U.S. Office of Indian Education must work in concert to establish a funding formula which provides equal disbursement of funds for Indian Education programs. |
| UT | State funding and administration of education equate programs which promote protection of civil rights in education under national origin, race, gender and special programs. |
| UT | The State Legislature and the Utah State Office of Education need to establish legislation with funding to administer education equity programs. |
| UT | There needs to be State Education Agency inclusion under the Indian Education Act for education services to Indian services. |

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| UT | The Indian Education Act legislation needs to be amended to include direct participation of the SEAs; such amendment should provide a minimum level of funding for technical assistance, program development, training and data collection. |
| UT | Tribes and post-secondary institutions need to set up endowments for education. |
| UT | College/University personnel need to collaborate with tribes and funding agencies to set realistic criteria for funding eligibility. |
| UT | American Indian Head Start programs might be a mechanism through which IHS's can attract Federal funding for day care. Head Start programs are culturally relevant, affordable and accessible. In addition these programs could provide a culturally sensitive laboratory experience for early childhood majors. |
| WI | Retain current CFR 273.12 as it is, the tribal right to determine membership criteria. Federal levels have gone up. This should continue, allowing for more services to be rendered to families and students. This allows more services for students and families. |
| WI | Tribes are in the best position to determine their own allocations; change the current system of IPS allocations. |
| WI | There must be equitable funding for administrative costs for Tribal elementary and secondary education programs, in accordance with P.L. 100-297, Section 5108. |
| WI | Change the current system of Indian Priority allocation to tribes. Tribes are in the best position to determine their own allocations. |
| WI | Title V programs are often the only programs dedicated to meeting Indian students' needs in the urban public schools. Title V was intended to provide "financial assistance" to local educational agencies. It was not to be the only response to the needs of Indian children in the district. |
| WI | The evaluation of the Title V project was raised as an issue. A few parents are making the decisions for the whole district. If the community has problems with the Title V program it is difficult to register complaints. Title V has not provided an adequate survey of the success of the local programs. |
| WI | There should be close interaction between the public schools and local urban Indian communities. |
| WI | American Indians should be able to decide what is best for our people. Self-determination is important for Indian people. It needs to be supported by all people. |
| WI | Establish American Indian Specialty Schools in the urban school systems. |
| WI | Affirmative Action as it pertains to American Indians must be reevaluated. |
| WY | Encourage parents to teach their children the religious/spiritual aspects of Indian culture. |
| WY | Language and cultural education needs ongoing support. These programs help students develop a strong sense of identity and to allow the community more input into their children's education. |
| WY | The need to continue this program (PL 81-874) is an obligation the federal government cannot overlook. |
| WY | With increased school costs, it is essential that future funding for Indian education be maintained at an adequate level. |

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| WY | With continuation of funding, local school districts are allowed to provide equal services to their students. This is so important, especially to rural isolated reservation communities. In these areas, schools have no municipal utilities, housing or services to draw on. Therefore, the school has to provide or help provide these items. |
| WY | Adequate funding in this area will allow local control on school boards. Local control will support local input and result in students seeing their own community people governing their education and setting educational policies for them. |
| WY | Legislation excluding PL 81-874 counted as a local resource. |
| WY | Rewrite Johnson-O'Malley program handbook. Wyoming should be considered, according to the previous weighted system, to be included with Alaska because of conditions within Wyoming -- low tax base on the Wind River Reservation and the gerrymandering that has gone on within the state. |
| WY | A higher weighted formula for JOM needs to be restored. |
| WY | Parent committees should be required in all BIA contract schools as well as public schools with Indian children. This should be a mandate from Congress and should apply to JOM as well. |
| WY | Urge the US Departments of Education, Interior and Health and Human Services to decrease the amount of paperwork required for Indian education programs so that they may effectively carry out the goals of their programs in support of Indian education. |
| WY | Urge Congress to avoid decreases in federal funding for BIA, Department of Education and Department of Health and Human Services Indian Education programs. |
| WY | Continue drawing on resources of a wide variety, i.e., Chapter I, Title V, Title VII, Johnson-O'Malley, Impact Aid and drug and alcohol programs for individual growth. |
| WY | Increase personnel from the grassroots level. Familiarity with the various Indian Nations is needed in the education of Indian students. |
| WY | Continue additional monies for programs beneficial to Indian education programs provided there is justification of need and clear accountability of fund use. |
| WY | Federal allocation of additional funds to school systems to adequately alleviate the strain on regular school programs. |
| WY | Federal government should consider extra monetary support for rural schools. |
| WY | Local control by patrons of school districts. |
| WY | Protection of Indian education. |
| WY | Better control and utilization of federal funds through local control according to individual student's needs. |
| WY | Support groups like youth councils. |

## GOAL 13

## Well-Being of Indian Communities

### CONCERNS

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| FL | Implement comprehensive intervention and screening programs to increase the identification of childhood and adolescent problems. |
| KS | The committee identified the need to assure that all early childhood Indian children receive full health services to include, but not be limited to physical and dental services for prenatal, infant, and early toddler. |
| KS | Social problems prevalent to Native Americans will be dealt with by Tribal, State and National Education policies for Native American education. |
| MI | Communities need to develop after school programs for American Indian youth which include a nutritious snack. |
| MI | Teen pregnancy prevention programs must be developed. |
| MI | School staff need to be respectful of American Indian religions. |
| MI | American Indian satellite communities including rural non-reservation communities need to be included in any education programming, implementation, dissemination and evaluation. |
| MI | Recognition that condition of families impacts the success Michigan American Indian students experience in their education. |
| MI | Mental health issues of American Indian people must be enhanced and expanded to include all those in need. |
| MI | There is a lack of safe and affordable housing for American Indian families and higher education students. |
| MI | Tribal Court system must have access to base grant funding under P.A. 124 to support juvenile justice services. |
| MI | Legislatively strengthen the intent of the Indian Child Welfare Act so that states do not establish policies that limit the services that must be provided in the Indian community. |
| MI | Every American Indian student, in need in the nation must have access to the free reduced breakfast program. |
| MI | Pass legislation to provide family preservation services, promote a community-based system of care for children, and ensure treatment for families affected by substance abuse. |
| MI | Expand food stamp assistance to American Indian families with children by raising basic benefit levels, providing extra help to families with particularly high shelter cost and making other changes that will assist poor families. Amerian Indian families with children will receive 82% of food stamp benefits. |
| MI | All Tribal Governments need to develop comprehensive juvenile codes. |
| NM | Reinforcement of parenting skills needs to be provided in areas of positive adult-child interactions, understanding and appreciation of ones own culture and language, and responsibility as single and or teenage parents. |
| NM | Early intervention programs must address issues related to dysfunctional families, Fetal Alcohol Syndrome, child abuse and substance abuse. |

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| NM | The availability of services was questioned by group members who felt that Indian Health does not provide adequate health services to Indian students who attend BIA or contract schools. It was also noted that counseling services provided by the schools and State Human Services do not often incorporate or recognize traditional Indian counseling techniques. |
| NM | Funds and opportunities to train parents and involve parents must be a priority of the board members, tribal leaders and school administrators. |
| NM | Non-Indian teaching staff need adequate provisions for the education of their children with possible compensation to contract or BIA schools for the education of non-Indian children. |
| NN | Teen pregnancy is a major cause of students not completing school. Programs of education, prevention and behavioral strategies to reduce teen pregnancy are needed in the schools and in the communities. At the same time, teens who do become pregnant need to be encouraged to complete high school and begin post secondary education as well. This means developing parent effectiveness programs at the schools, day care facilities at the school, teen parent counseling and assistance programs at the schools. |
| NN | The Community Services Act which contains provisions for the Administration for Native Americans could and should be amended to meet community literacy goals and intergenerational learning goals. With appropriate amendments, the act could be utilized for family literacy projects at the community level, family based prevention activities coordination of day care programs, foster grand programs, health services programs and adult education programs. A program site for one activity could then be evaluated in terms of the other activities it could support and coordination among program activities could be initiated. |
| NN | Dormitories do not meet the needs of families. HUD supported housing should be able to be a resource for such students, but today, they have not been able to fit within program requirements. Again, changes in laws, regulations or interpretations are needed. |
| NV | No state Indian education office. |
| NV | Lack of communication within state education system, and between school/community. |
| NV | Jurisdictional issues. |
| NV | Educating school districts on impact aid. |
| NV | Identification of Indian students coordination with school districts. |
| SD | One fourth of the inmates in the South Dakota State Prison are Native Americans. Those inmates need to learn their language, culture and traditional values to permit them to integrate back into their home communities. Many of these inmates are young and have had little exposure to tribal traditions, a situation which contributes to their being sent to prison in the first place. Older inmates need to renew or gain tribal knowledge. In addition, these inmates need educational services that train or retrain them for the workforce and to be productive citizens in tribal communities. |
| TX | Amend Title V to state that the school districts should be required to identify Native American students in their school populations. |

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| TX | All non-education federal laws, regulations, and policies need to be examined and refined to include American Indian needs and support that is required to implement proper educational opportunities for Indians. Family environments, work environments, and social environments are areas of concern because they affect the abilities of Indians to attend educational activities and achievement of educational goals. |
| UT | Although Indian tribes, families and individuals are having to encounter change by gradually integrating in the "mainstream of American society" there remains areas of concern, 1) fragmentation of tribes, 2) ability to adapt from the traditional to the modern and the reservation to the urban, 3) and the loss of culture. These areas of concern must be addressed to ensure the very survival of our tribes, families, children and future generations. |
| UT | Limited communications between school and home. |
| UT | Identify students from dysfunctional/abusive families and offer support. |
| UT | Provide counseling and parenting workshops for Native American parents or guardians. |
| WA | Parenting Education: There needs to be a mechanism to provide parenting education to young people; this includes family planning. |
| WA | Not having really healthy role models at present. Dysfunctional family behaviors; educators who are still using alcohol and drugs. |
| WA | Strengthening qualities of home--funding to provide programs that focus on the family via parent teacher committees. |
| WI | Inadequate or biased data regarding natural resources, economic development and public health often is all that is available on Indian people. |
| WI | Gaming compacts should be settled because they represent economic development for tribes. |
| WY | Concern about the certification of some Head Start classroom teachers is questioned. |

## RECOMMENDATIONS

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| AK | State of Alaska, Department of Education and the University of Alaska must be responsible for providing equitable, accessible education for Alaska Natives from pre-school to post-secondary educational programs. Long term funding is not guaranteed, funding is not stable or consistent. The programs that are often jeopardized by funding decisions and shortfalls are educational programs that directly affect Alaska Native students. |
| AK | There must be resolution to the funding formula in the State of Alaska; a commitment to long term programs and goals by the State Department of Education and local school districts would result in increased student achievement and success. Statistics show that Alaska Native students are not achieving up to par with non-Native students. The State Departments of Education and local school districts must make the commitment to improve quality, equity and accessibility in education for Alaska Native students. |
| AK | The State of Alaska must provide adequate emphasis, direction and development in its educational policy that ensures equal access, equity and quality educational opportunities for Alaska Natives. The State must be committed to providing educational opportunities for Alaska Natives that will result in increased achievement, performance, and success and ensure that Alaska Native students excel in their educational careers. |

AK Human service agencies must coordinate and network to maximize service delivery to ensure that the use of limited resources promotes academic success.

AK Coordinate between social services, health agencies, nutritional agencies and education services. This appeared to be a definite key or priority.

AK Foster care: foster homes must be recognized as an asset.

AK The state of Alaska must accept its responsibility to implement the ICWA. Children are going from one temporary care situation to another.

AK More Native foster homes must be identified and licensed. Training and support programs must be provided to Native foster parents.

AK The Alaska pre-conference participants of the White House Conference on Indian Education strongly voiced recommendations which recognize the fact that no singular institution or individual can expect to adequately provide the range of services needed to effectively educate and prepare Native students for the realities of today's society. Only through a close partnership between these educational institutions and Native parents, families, tribes and Native organizations can the real job of educating our Native students be accomplished. The recommendations of the pre-conference participants call for the doors of our educational institutions to open widely and allow for Native participation at every level of the education process.

AK School districts must develop close partnerships with state and tribal agencies which provide health and social services along with tribal courts which exercise their jurisdiction on Child Welfare matters under the Indian Child Welfare Act.

AK Teachers and school district staff must work in close partnership with state and tribal social service agencies to assist parents to become effective partners in their children's education. School districts should seriously consider utilizing partners in the social service agencies to teach parenting skills as part of their health curriculum so we can prepare future parents.

AK The Board of Regents and president of the university system should work in close partnership with Regional Profit and Non-profit Native organizations to assure that their institutions will provide relevant training and student support services for Alaska's future Native leaders.

AK Finally, the pre-conference participants felt that the state legislature has a responsibility to insure that any services they propose and any statutes they develop will coordinate with and provide effective linkages to this state's educational institutions. All state programs and services can be part of the education partnerships. Health and Social Services, Public Safety programs, Economic Development projects and state policies which encourage tribal empowerment and local control all increase the feeling of ownership and participation which is needed to develop effective partnerships.

AK State legislators need to hear and respond to the needs of Native people. They must hold accessible hearings on issues that effect Native people in rural areas so legislators will be educated about rural issues. When appointing individuals to commissions and boards, they must appoint Native people to speak for themselves and for their own needs. Adequate funding for school districts must be provided to ensure quality education is provided throughout the state. The state legislature should mandate Native studies and languages in schools and must support HB 352, and US SB 1595.

AK The National Association of School Boards is a very important Association in our nation. The membership does not represent the interest of Alaska Native children, therefore, Alaska pre-conference participants requests that the National Association of School Boards endorse a Native American caucus to address issues related to American Indian/Alaska Native children.

AK Private businesses must become involved in the educational system to ensure that a high quality education is provided for future employees. Private businesses must also support parents in their efforts to become involved in their child's education, recognizing that parent involvement is a critical factor in how well children do in school. Quality child care is also a basic necessity for all parents and must be an area employers focus on. Alaska pre-conference participants made the following recommendations to private businesses.

AK Businesses must provide leave for parents to participate in school activities. Parents must be allowed and encouraged to attend daily school activities: meeting with teachers to discuss child progress, volunteering in the classroom or school office, or volunteering to participate in committees addressing school-related issues. Parents must be allowed to participate in school activities and cannot be restricted to only visiting during the scheduled Parent/Teacher Conferences which only occur 2-4 times per year. Parents must also be allowed to use sick leave to stay home and care for ill children. Parents care about their jobs and care about their children. Studies have shown that if employers take a more supportive role with parents, their employees become more satisfied and more dedicated to their jobs.

AK Donations of supplies, funds, and services are desperately needed in public schools. The contributions made by businesses go far in bridging the gap between bare bones education and a quality educational system we can all be proud of. Donations can include: funds to support spirit and subsistence camps as well as regular summer camps, computer equipment, offering to print materials for a special event, sponsoring an after school activity, buying books for the library, sponsoring the development of culturally appropriate curriculum and the purchase of supplies, providing incentives to children who are doing well.

AZ Concern with effective mental health counseling dealing with stress, life-coping and other needs, must be incorporated into basic educational programs to address the high rates of suicide and substance abuse among Indian students.

AZ Students counseling programs for wellness should be expanded and should include traditional healing practices and substance abuse avoidance strategies.

AZ The issue of "children having children" should be addressed through the curriculum at an early age.

AZ Recommends the educational process must include other family members to be successful.

AZ Institute more intensive and more frequent parent training workshops. Educational leaders need to visit homes more often, including early in the school year.

AZ Long-term funding for community programs and family/parent training should be sought.

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| AZ | Cooperative efforts must be initiated between the parents and the schools to ensure the safety of the home environment for each child by eliminating drugs, alcohol, or other forms of abuse. |
| AZ | Student parents need day-care programs for their children and specialized classes in parenting. |
| AZ | Funding should be made available for Indian students' mental health needs so that highly skilled, trained professionals are available to help students and their families. |
| AZ | More funding is needed to train parents in parenting skills, and demonstrate the significance of keeping their children in school. |
| Mi | Parenting classes. |
| MI | Educational awareness in Native & non-native communities. Have students work on employment skills. Affirmative Action programs. Special directives for tribal employment opportunities and which require completion of high school. |
| MI | Recognition that conditions in families impact the success Michigan American Indian students experience in their education. |
| MI | Develop a long-term, systematic approach to address the growing poverty of American Indian families, especially single-parent households with children by, revising policies to provide work and education incentives, benefits for health care, child care and transportation. |
| MI | Mental health issues of American Indian people must be enhanced and expanded to include all those in need. |
| MI | There is a lack of safe and affordable housing for American Indian families and higher education students. |
| MI | Tribal Court systems must have access to base grant funding under P.A. 124 to support juvenile justice services. |
| MI | Legislatively strengthen the intent of the Indian Child Welfare Act so that states do not establish policies that limit the services that must be provided in the Indian community. |
| MI | Every American Indian student, in need, in the nation must have access to the free reduced breakfast program. |
| MI | Pass legislation to provide family preservation services, promote a community-based system of care for children, and ensure treatment for families affected by substance abuse. |
| MI | Expand food stamp assistance to American Indian families with children by raising basis benefit levels, providing extra help to families with particularly high shelter cost and making other changes that will assist poor families. American Indian families with children will receive 82% of food stamp benefits. |
| MT | Federal legislation in reference to Indian Education Programs needs to be comprehensive in nature. We need to look at funding programs that meet the needs of the students and their families. By comprehensive, we mean through education, social service case management, health service provision, and mental health counseling. Funding strategies need to be designed that will really help students and their families, rather than attempt the piecemeal approach which is not guaranteed to have a full impact on student success. |

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| MT | Large numbers of American Indians reside off reservation and do not benefit from education programs designed for their benefit and participation. The President and Congress must revise the Johnson-O'Malley Act to include all eligible American Indian students and increase the level of funding. |
| MT | BIA educational dollars are not in sync with levels of participation. |
| MT | BIA boarding school institution is not in sync with universal expectations for participation and self-determination. The President and Congress must review the mission, intent, and effectiveness of boarding schools, especially as they relate to cost effectiveness, cultural expectations of tribes, community values, the educational delivery system, and parental responsibilities and expectations. |
| MT | Some states have/are using PL 81-874, Impact Aid funds in state equalization plans, thereby damaging the intent of the law. The President and Congress must review current state efforts toward equalization in an effort to ensure compliance with the 1978 amendments to the law, which (1) ensured parental involvement, and (2) addressed the unique and special needs of American Indian students. They must also review the financial status of those school districts which enroll significant numbers of American Indian student, since Federal land is nontaxable. |
| MT | There must be equity educational attainment for all Montana minorities, especially American Indians, beginning at the earliest possible level. We must assess local educational agencies and determine where they must begin to address the underrepresentation of minorities in education. Once decided, a plan of action will need to be formalized and approved by all institutions/individuals involved and committed to making the change. |
| MT | A coordinated effort is needed to address the serious under representation of American Indians in education. |
| MT | Traditional family roles need to be addressed to determine how to incorporate changes to address underrepresentation in education. Tribes need to establish education as a top priority for their people and to provide adequate funds to address equity in education. |
| MT | Indian Health Services need to coordinate programs with educational institutions in promoting family wellness so that a focus on education can take place. |
| MT | Tribal colleges need to develop curricula which is coordinated with other-educational institutions that will promote educational attainment throughout the education system. |
| MT | Universities need to work with reservation tribes in coordinating educational programs on a comprehensive basis. |
| MT | Boarding schools should be closed so that the responsibility of teaching, raising, and socializing children remains in the family, in the local schools system, and within the community. |
| MT | Community education needs to develop, in consort with family and tribal mores, parent effectiveness training programs, parent assertiveness training programs, day-care services, and Head Start programs that are well coordinated and working for the same goals. |
| MT | Area schools need to promote holistic education with the total community as their constituents. School administrators can set the tone by promoting the coordinated effort and getting everyone involved in education. |

MT Individuals can be responsible for education by becoming empowered to make the necessary changes to have a well educated society.

NC In responding to this question, the following survey data were utilized. First, 89% of the survey respondents "strongly agreed" or "agreed" that it is not possible for one national Indian Education policy to be created which can adequately address the diverse needs of American Indians. Second, federal legislation, laws and regulations should take into account decision making at the local and state levels. Third, direct grants and contracts to Indian tribes or other groups should continue to serve as a primary means for funding Indian Education programs, whether federally recognized or non-federally recognized. Fourth, a base amount of funding should be established for Indian Education programs to ensure that small projects can be efficiently and effectively administered.

NC All laws, regulations and policies should be all-inclusive towards Indians.

NC That the term "minority" should include Indians.

NC That data be carefully examined to assure that Indians are properly and accurately counted that all may benefit.

NC Suggestions for action that could be taken to overcome many of the obstacles were offered: recruit more prospective Indian teachers; encourage schools to desegregate student data so that data about Indian students will be highlighted, such as academically talented students or dropouts; enhance the relationships between schools and institutions of higher education as well as businesses and industries in local communities; urge local education agencies and state education agencies to monitor closely the national goals with special attention to Indian students' progress; focus on Indian families with special attention on drug and alcohol programs for identified problem cases; promote curricula efforts that address critical thinking skills; increase student scholarships and fellowships; make more accessible job training and employment opportunities for needy parents along with child care and literacy programs. Special efforts should be put in place to engage in local longitudinal studies of dropouts. These kinds of steps will be necessary to assure that Indian students can achieve the National Education Goals established by the President and supported by the Governors in these United States.

NC All federal and state policies that affect Indian people, including students, should have "set-aside" funds for Indians.

NC A belief that underlies the above answer is that it is not practical to expect a student to learn effectively if she he comes to school without breakfast or is poorly clothed, or was abused at home or in the community before she he arrives. North Carolina Indians believe that parents of Indian students need to be better trained and educated about their responsibility as parents; that expanded efforts need to be undertaken to improve housing, transportation and health care; and that federal policies should assist in creating "incentives" to get parents more involved in the education of their children. Schools should always be places that say "We want you here" to parents. In this regard, schools should be places where parents can get referrals about other services available to assist them with any concerns or problems. Moreover, all teachers should be sensitive to "Indian studies" in order to enhance the "pride in their heritage" that often shapes the self-concept of Indian students. Still another area of

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| | concern relates to the traditional relationship between Indians and the land; the inherent privilege of fishing and hunting should be ensured by the federal government for future generations. |
| NC | The Director of Indian Programs in the U.S. Department of Education be redesignated as an assistant secretary, reporting directly to the secretary of the department. Duties of this expanded position should include the coordination of all programs, planning and policies dealing with education for Indian students. |
| NC | Congress should mandate that all national boards that are currently established (or may be created) for educational purposes require the representation of Indian leadership. |
| NC | Congress should direct that all federal programs for Indian Education be administered by the U.S. Department of Education and that the total funds available for Indian programs not be less than the FY 91 funding level (or the highest of one of the last five years, whichever is greatest.) |
| NC | The Indian Nations at Risk Report should be used as a primary reference document when establishing Indian Education policies. |
| NC | The Federal definition of "minority" should include Indians. |
| NC | Business and industry should develop a number of internships for Indian students each year as a means of keeping them gainfully employed after high school graduation. |
| NC | That Federal funds be made available to provide incentives for education institutions of all types to develop exemplary projects and award grants to conduct research for Indian Education. |
| NE | The educational process in Indian schools has the unique opportunity to set their own goals and process in fulfilling those goals, however, they remain within the current biased and inappropriate institutional framework. |
| NE | Develop/legislate articulation agreements between Indian community colleges and state/private university/colleges to accept credits from the Indian community colleges (NCA for example). |
| NV | Enhanced coordination between the various Federal programs which affect Indian education, (i.e., BIA, DOE, DOL, etc.), federal and tribal entities as well as on the state and local levels must be strengthened. |
| NV | Develop "Indian Education Association" out of the Inter-Tribal Council of Nevada. |
| NY | All Federal policies need modification and re-examination to meet the needs of Native Americans. For example, New York State does not have Federal boarding schools operated by the BIA - never did, never will. |
| NY | "Bandaid policies" will not be effective from the Federal level; change must come from the local level -- the local school districts, the respective states, and the Native American community itself. |
| OK | The need for improved coordination of services for Indian children between local, state, federal and tribally funded sources. |
| OK | The Office of Indian Education and the Bureau of Indian Affairs should require state education agencies to staff a state office of Indian Education and mandate that these officers are to be accountable to the Office of Indian Education and the Bureau of Indian Affairs for the funds and services for which entities within the state receive funds. |

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| OK | Any policy developed must maintain tribal sovereignty. |
| OK | Begin funding in June or July before students start back to school. |
| OK | Incentive builders to encourage tribal involvement in the school systems. |
| OK | Develop resources and disperse to state officials and national officials who make the decisions on the types of curriculum to be included in the schools. |
| OK | Design information on current family value systems and delegate to school personnel. |
| OK | Introduce law that leaves the subsistence check or stipend out of the income bracket. |
| OK | Introduce legislation that clearly addresses the use of stipends and does not include it with earned income. |
| OK | Recommend that the bureau open up for tribes to expand existing programs and to develop more programs that address the needs of the children and parents. |
| OK | Allow students to receive counseling with federal monies and have a pay back system like IHS does. |
| OK | Field based policy makers. |
| OK | Appoint a regional person who very strictly holds JOM and Title V programs accountable. |
| OK | Allow Indians to go to college free, then offer more scholarships. |
| OK | Fund more mentor programs. |
| OK | Establish a network consisting of Indian people who have remained involved in tribal affairs and who have also been successful in market economy. |
| OR | Professional needs of Indian reservations and Indian and Alaska Native communities, including the expertise for economic development and the targeting of federal scholarships and fellowship funds to better meet the needs as defined by the tribe or the community must be given full support and funding. |
| SD | Conduct public education campaigns which emphasize the school as a reflection of the community and which stresses the inherent value of education. |
| SD | Implement drug and alcohol education and prevention programs for the whole family. |
| SD | Increase the numbers of Native personnel. |
| SD | Collaborate with Head Start, elementary and secondary education programs to provide parent training. |
| SD | Conduct tribal review of housing and infrastructure problems with and "eye" for the effect on education with subsequent recommendations. |
| WA | Recommend HUD projects need to be more inclusive. Clustered housing projects need to include community facilities like learning centers or other family support centers. Individual homes need enclosed areas which are separate from bedrooms for study areas. |
| WA | IHS needs to provide funding and implement the health policies already in place and intended to improve the health status of Indian people. |
| WA | Health screenings for eye and ear problems need to be more comprehensive, especially for students. |

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| WA | Challenge the U.S. Department of Agriculture which requires a minimum daily requirement for milk and milk products since there are a significant number of Indians who have a lactose intolerance, especially children. |
| WA | Increase and strengthen the working relationships between Indian Health Service social workers and school counselors in order to address socioeconomic problems of Indian families; i.e., alcohol and drug problems, teen pregnancy, suicide, and other forms of crisis among Indian youth. |
| WY | Concern about the certification of some Head Start classroom teachers. |
| WY | Incorporate parenting skills for young and expecting parents in high school on how to raise children. Acquiring these skills will enlighten and promote a strong positive outlook towards parenting as follows:<br>o instill the necessity to succeed in to day's society;<br>o instill basic fundamentals of the child's developmental stages within the first three to four years before they enter school; and<br>o gear young parents that they are their child's first teachers - whatever they teach their children within those first four years goes with them throughout their lives. |
| WY | Encourage parents to teach their children the religious/spiritual aspects of Indian culture. |
| WY | The parenting classes should be continued and stressed.<br>o The benefits of these programs are far reaching, parents become more effective, classes enhance development of children, parents are more involved with the school and improve their communications skills.<br>o Parenting classes also bring parents into the academic arena with their children. |
| MN | Economic hardship inhibits participation in children's schools (e.g., transportation). |
| MN | Assistance is needed to help parents manage their environment (resources, values, lifestyles). |
| MN | There needs to be parent support groups. |
| MN | No hope--parents need help coping with their children's feelings, low self-esteem, hopelessness and negative peer pressure. |
| MN | Now, Therefore let it be resolved that all governmental officials demand the banning of racist mascots for non-Indian teams, from the sports within their states, and a nation as a whole. |

# GOAL 14

## Exceptional Education

### CONCERNS

FL Special considerations are needed to be kept in mind when trying to locate gifted and talented Indian students through the use of standardized tests. Research reveals that the American Indian student is underrepresented in programs for the gifted and talented, particularly in nonreservation schools. Kirschenbaum (1988) offers definitions of gifted and talented that may be applied cross culturally diverse populations. Specific Indian cultures have been studied and applications are explained with the use of ethnographically based instruments of identification. Assessment of a student in the context of the environment and culture in which he lives, the cultural values and social processes to which the culture adheres. Tonemah (1987) classifies the characteristics of the gifted and talented Indian student into four categories: 1) aesthetic abilities, 2) acquired skills, 3) tribal/cultural understanding, 4) personal/human qualities. These categories coincide with the viewpoint of the gifted child as superior learner and problem solver. A series of tests of nonverbal reasoning were also suggested with the least possible cultural bias: The Raven Progressive Matrices (Raven, Court, & Raven, 1985); the Torrance Tests of Creative Thinking (Torrance, 1974), the PRIDE, GIFT and GIFFI-creativity self-report form. Also noted was that if the WISC-R is used to identify intellectually gifted Indian students, (as in the case of Florida), Indian children tend to score high on the Picture Completion and low on the Information subtests. Reynolds (1983) states that Indian children generally score higher on the subtests assessing perceptual organization (picture completion, picture arrangement, block design, object assembly) and lower on those assessing verbal conceptualization (vocabulary, similarities, comprehension) than the norm group.

FL Inadequate dissemination of information on special education programs to students, parents and guardians.

NC Obstacles in achieving the National Education Goals for Indian students were identified as: failure by schools in identifying all "at-risk" Indian students; not having enough funding to achieve the goals; health problems; family illiteracy; unemployment of parents; summed up as Indians in poverty; the need to train all teachers about Indian students; lack of adequate counseling; lack of parental involvement; and irrelevant curriculum for many students.

NV Busing problem - bus will not stop to pick up children. Passes by reservations.

NV Develop gifted and special students programs.

OR The lack of alternative education programs for those students with special needs.

OR The lack of "special education" programs to serve the special needs of students.

SD A principle concern of educators and parents is that many children who are identified as special needs students are, in fact, the recipients of labeling that would not occur if schools applied appropriate content and teaching methodologies. A vast number of Indian children do remarkably well on standardized testing in early grades with their scores falling dramatically in the middle elementary grades and beyond.

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| SD | Also, the need for better services for gifted and talented children is evident. Educators do believe, however, that many Indian children who are gifted and talented are not being identified or served at all because of current guidelines and limited resources. Ideally, we strive for classroom environments which challenge all children. |
| SD | One special education instructor noted that many Indian children with disabilities are placed in institutions or foster care away from their home communities in order to receive appropriate services. All Indian children should have access to these services in their home communities. |
| UT | Native American students are often placed in special education programs because of language difficulties. |
| UT | Lack of Native American students enrolled in gifted and talented or programs that excel in academics. |
| UT | Need for proper and sufficient services to identify Indian children (pre-school/K-12/adult) who require special education services under PL 94-142. |
| UT | Presently special education services do not fully address the unique needs of Indian children and their families. Indian families living on the reservation and in rural communities are in most critical need as most are not receiving services. |
| UT | Rigid academic and special education tests must deviate to include cultural differences in the testing and placement of Indian students. |
| UT | Achievement and special education testing is biased and rarely includes tribal culture considerations in the planning and provision of services to Indian students and their families. |
| WI | Needs of special-needs children (i.e., visually impaired) are not being met, largely due to mislabeling of children as behavioral problems. |
| MN | Over representation of Indian students in Special Education. Behavior--learned mild-to-moderate retardation and emotional disorders (label). |
| | Causes: Identification and assessment. Funding Issues: It is so categorical that it prohibits collaboration with other programs re: Chapter I - Outcome Based Education. Burnout Issues: Teachers have difficulty keeping great intent in special education. They have to work with students with learning disabilities, behavior problems or emotional disorders. |

## RECOMMENDATIONS

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| AL | By the year 2000, a cooperative and concerted effort will be launched to identify all gifted and talented Native American students and to provide appropriate services to them in the local schools. |
| AL | Provide funding for services to gifted and talented Indian students. |
| AL | Sensitize the community to the waste that is caused by the failure to identify and nurture talent. |
| AK | Establish and support a tribal college in the State of Alaska prior to the year 2000, addressing the educational, health related, economic development, social services and Native studies. Financial support must be available for post-graduate studies in all areas in higher education. |
| AK | We need both clear standards established for basic health care for families and limited access to that health care. There is usually one practitioner in a village. There is a need for another option, which is currently not available. |

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| AK | A mental health program must be developed and established in villages and it should be modeled after the Community Health Aide Program. (The CHAP program is a regional program which identifies, trains and employs a Health Aide to provide each village with basic health care service through the regional health corporation.) |
| AK | There must be more emphasis on parental training. Issues would include FAS/FAE, how to communicate with schools, developing and improving parenting skills, etc. |
| AK | Expand alcohol and drug prevention programs. Establish culturally relevant programs in villages. Encourage the establishment of support groups (talking circles, AA,etc.) |
| AK | Hepatitis B vaccination: Is it required? What is the vaccine derived from? More information needs to be provided. |
| AK | Testing for Physician's Assistant certification must be available in Alaska. |
| AK | We need to assure that the care of our elders is culturally relevant and based upon their needs. |
| AK | Medicare must be extended to home health care. |
| AK | The Older Alaskans Commission must be regional and culturally diverse. |
| AK | Crisis respite services must be increased. |
| AK | Services providing care and aftercare should be available in rural areas. Traditional healing methods should be incorporated. |
| AK | The Community Health Aide Program needs to be supported. There is never enough funding for this program. |
| AK | Suicide prevention is critical if we are to survive. Due to the high incidence of suicides in Alaska, particularly among young Native males, culturally relevant prevention and intervention programs must be developed and implemented. |
| AK | FAS/FAE: Teachers and administrators must be trained to recognize and work with the students and parents affected by FAS/FAE. |
| AK | Basic human and community services (i.e., health care, water and sewer) must be available before economic development (tourism) is considered. |
| AK | In some areas of the nation, Native tribes generate income from establishing gambling activities. Is this applicable and/or appropriate for Alaska tribes? Viable economic development opportunities must be determined locally. |
| AK | It must be widely recognized that economic development and employment increases self-esteem. Affirmative Action policies should include employment and/or training. Compliance of the EEO by federal contractors must be enforced to insure that employment opportunities at all skill levels are available to minorities, including Alaska Natives. |
| AK | Native people are not hired at a level equal to capabilities and training, but rather at entry levels to satisfy affirmative action numbers. |
| AK | Service providers do not understand the background (rationale) of federal services. These services are not a free handout, but rather a result of constitutional law. |

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| AK | Native people take pride in their ability to provide for themselves and their families. Children are exposed to traditional religious practices and are encouraged to learn tribal traditions which, in turn, strengthen the child's identity and helps them find their place in the world. Federal regulations must recognize and uphold the rights of Native people to hunt moose and other game for religious ceremonies (i.e potlatches). The traditional Native way of life is endangered, decisions must recognize and lessen the economic and human impact on Native people. |
| AK | Native people in Alaska reside in rural areas of our state and in urban areas -- closer to services, jobs and housing. In urban areas, Native people often do not have adequate central meeting places to practice cultural heritage and receive needed services. Native people understand that participating in cultural practices is a way of strengthening the community, families and children. Funding must be provided to urban settings which provide central meeting areas and services for Alaska Native people. |
| FL | Students, parents and guardians will be made aware of special education programs which are available. |
| FL | A special effort must be made to target Indian students who have superior cognitive or performance ability and make available special programming that will enhance these abilities. As is the case for Black or other minority children who have not been exposed to the material involved in the test questions or the stimulus materials. (Mercer 1979) Developed the SOMPA: System of Multicultural Pluralistic Assessment Technical Manual. Since IQ tests measure primarily "inappropriate content" of middle class values and homes, the application of this instrument may compensate scores with the norm group. Comparable instruments need to be applied through further research application and data analysis made available via open fellowships/grants to independent interested personnel. |
| KS | Creation of conflict resolution committees consisting of both Native and non-Native people to resolve problems; i.e., racism that affects self-esteem and participation in school districts. |
| MI | Schools must provide services for American Indian students who do not meet the state guidelines of special education or learning disabled, but who do not function at grade level because of different learning styles. |
| MI | All states must familiarize themselves with the American Indian Special Education Act and the federal laws that apply. |
| MI | Gifted and talented American Indian students must have the opportunity to be identified and receive the necessary program support to best meet their needs. |
| MT | A coordinated effort is needed to address the serious underrepresentation of American Indians in education. |
| MT | Traditional family roles need to be addressed to determine how to incorporate changes to address underrepresentation in education. Tribes need to establish education as a top priority for their people and to provide adequate funds to address equity in education. |
| MT | Indian Health Services need to coordinate programs with educational institutions in promoting family wellness so that a focus on education can take place. |

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| MT | Tribal colleges need to develop curricula which is coordinated with other educational institutions that will promote educational attainment throughout the education system. |
| MT | Universities need to work with reservation tribes in coordinating educational programs on a comprehensive basis. |
| MT | Boarding schools should be closed so that the responsibility of teaching, raising, and socializing children remains in the family, in the local schools system, and within the community. |
| MT | Community education needs to be developed, in consort with family and tribal mores, parent effectiveness training programs, parent assertiveness training programs, day-care services, and Head Start programs that are well coordinated and working for the same goals. |
| MT | Area schools need to promote holistic education with the total community as their constituents. School administrators can set the tone by promoting the coordinated effort and getting everyone involved in education. |
| MT | Individuals can be responsible for education by becoming empowered to make the nacessary changes to have a well educated society. |
| NC | All federal and state policies that affect Indian people, including students, should have "set-aside" funds for Indians. |
| NC | A belief that underlies the above answer is that it is not practical to expect a student to learn effectively if she he comes to school without breakfast or is poorly clothed, or was abused at home or in the community before she he arrives. North Carolina Indians believe that parents of Indian students need to be better trained and educated about their responsibility as parents; that expanded efforts need to be undertaken to improve housing, transportation and health care; and that federal policies should assist in creating "incentives" to get parents more involved in the education of their children. Schools should always be places that say "We want you here" to parents. In this regard, schools should be places where parents can get referrals about other services available to assist them with any concerns or problems. Moreover, all teachers should be sensitive to "Indian studies" in order to enhance the "pride in their heritage" that often shapes the self-concept of Indian students. Still another area of concern relates to the traditional relationship between Indians and the land; the inherent privilege of fishing and hunting should be ensured by the Federal government for future generations. |
| NC | That, in achieving the National Education Goals special Federal attention should be addressed to Head Start in Indian communities; that priority for parental training in nutrition and health care be enhanced; that local tribes be allowed and encouraged to define what is a "culturally related" need and that adult education funds for literacy be increased. |
| NE | Develop initiate strong parenting classes. |
| NN | Another area of great concern to conference participants was special education. The Navajo Nation faces a crisis in special education. This crisis is most severe in the BIA-funded schools but it is serious throughout. The Congress or the President needs to investigate the critical situation of special education in BIA schools, where lack of resources and program failures place the entire program in violation of PL 94-142. A comprehensive plan to bring the programs into compliance is urgently needed. |

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| NN | The Navajo Nation lacks credible data on special education. Such data should be compiled through the cooperation of IHS, the BIA and the public schools. This will provide a baseline for evaluating the extent of need for special education services. |
| NN | The Navajo Nation needs to develop a Navajo State Plan for special education, applicable to all schools and programs in the Navajo Nation. This is another critical need that could be better met by a Navajo Department of Education comparable to a state department of education. The Navajo State Plan could also involve development of culturally appropriate diagnostic instruments and procedures, something now almost totally lacking in special education programs in the Navajo Nation. Federal laws regarding special education, BIA school operations, self determination contracting and Impact Aid funding need to be evaluated and changed where necessary to permit such a Navajo State Plan to be developed and applied to all Navajo schools. |
| NN | In this light, the Navajo Nation should be encouraged and assisted to contract all special education programs operated by or through the BIA. The Navajo Nation should also be assisted to contract and provide all federally supported services for persons with disabilities for which Navajo people are eligible. This would allow the Navajo Nation to provide a continuum of services could serve as a model for tribally operated services to disabled persons. Contracting of BIA adult and vocational education would be consistent with this proposal as well. |
| NN | As part of its state plan, the Navajo Nation should establish a comprehensive plan for development of professional and paraprofessional staff working with disabled children and adults. Training resources need to be identified both through scholarship assistance and training resources for such an effort. |
| NV | Often-times Indian Education is thought of in terms of those children who are academically deficient, however some community programs have insisted on expanding the scope of their programs. It is identified throughout this narrative that funding continues to be a main issue for existing and future programs developed. Not only does the Nevada State Steering Committee recognize and confirm the need for increased funding for existing programs but recommends the allocation of more funds for Pilot, Planning and Demonstration projects for innovative approached which can be replicated in other areas. |
| NY | Funding to address special needs of non-traditional students, teenage parents, handicapped students as well as parent community student proactive education addressing social issues. |
| NY | Need for funding allocations for special education activities, like NY Iroquois Conference. |
| NY | Intergovernmental agreement be formalized between Indian Nations and U.S. government for the formation of a Department of Indian Education that would consolidate funding resources, formulate policies, regulations and definitions based upon mutual collaboration of tribes. |
| NY | Funding to address special needs of non-traditional students, teenage parents, handicapped students as well as parent community student proactive education addressing social issues. |
| NY | All Federal policies need modification and re-examination to meet the needs of Native Americans. For example, New York State does not have Federal boarding schools operated by the BIA - never did, never will. |
| NY | Re-examine Snyder Act. Should graduate education be free? |

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| NY | More control by Native American people. |
| OK | The establishment of the State Indian Child Advocacy Council to ensure the health, protection and education of Indian children. |
| OK | Design information on current family value systems and delegate to school personal. |
| OK | Allow students to receive counseling with federal monies and have a payback system like IHS does. |
| OK | Mechanism for teaching parenting skills. |
| OR | Culturally sensitive and appropriate methods of assessment and evaluation which accurately reflect the holistic learning styles of Native American Indian and Alaska Native students will be administered to identify and provide educational support services to those students who are gifted, talented, and creative; those students with physical and/or mental handicaps, and those who require rehabilitation. All Native American children have a right to equal education. |
| SD | Assess the adult community education needs of handicapped adults and structure programs to meet their needs. |
| SD | Educators must assure that the needs of disabled Indian children and their families are a priority in the development of strategies and goals. |
| SD | Advocate for disabled Indian children at both state and tribal levels to assure collaboration and efficiency in the delivery of services. |
| SD | Develop special programs to meet the needs of FAE/FAS children through curricula and teacher training. Search for successful models which incorporate tribal values. |
| SD | State agencies should assist urban school systems with negotiating in good faith with tribes for the delivery of special education initiatives to serve the need of urban youth and adults. |
| UT | Strict regulations and enforcement of admitting students into special education. |
| UT | District policies on gifted and talented programs that stress sensitivity to Native American qualifications. |
| UT | The Utah State Office of Education establish a task force in concert with Indian tribes to conduct a thorough study of service needs, program services available and to draw up a comprehensive long term special education service delivery plan to meet the unique needs of the Indian handicapped under PL 94-142. The delivery plan to include categorical funding to serve the Indian handicapped who are on reservations where the need for services is most critical. |
| UT | The Utah State Office of Education, special education services department, Indian tribes, and Indian educators must work in concert to initiate concrete efforts of developing alternative and/or supporting academic testing instruments which take into consideration the Indian students unique characteristics. |
| WI | Funding for gifted and talented students be allocated similar to special education so program needs for students can be planned in advance. |
| WI | Grant monies should be made available to address the needs of the special needs Indian child. |
| MN | Parents need to know their rights and the rights of their children, as well as options available to them in resolving problems with the schools. |

# GOAL 15

## HIGHER EDUCATION

## CONCERNS

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| AL | Inequitable standards and allocations exist between students of state and federally recognized tribes for fellowship and scholarship. |
| AL | By the year 2000, all Indian students will be able to compete for federal scholarships and fellowships, whether federal or state recognized tribes. |
| AK | Clarify tribal status for recognition and funding eligibility. |
| AK | Tribal authority needs to be recognized by the state of Alaska. The state does not acknowledge the special relationship of the Alaska Natives to the federal government. |
| AK | Recommend withholding federal dollars to those states which do not recognize tribal authority (similar to highway dollars tied to speed limits and drunk driving laws.) |
| AK | Federal jurisdiction over lands sometimes conflicts with other federal policies and with Native philosophies. |
| AK | Clarification is needed in the area of tribal property vs. individual property (artifacts, i.e. ownership of archaeological findings). |
| AK | More local control must be given to communities to identify and develop government based upon their needs. |
| AK | The tribal people throughout Alaska have had to learn to live in two "worlds", two cultures...NOT ONE GENERIC "ALASKAN WORLD", OR ONE GENERIC "AMERICAN" CULTURE. |
| AK | Our ancestors who live through us and through our children, have given us a tribal way of life, a tribal way of living, and a tribal way of thinking, which we must and we will continue to teach to our children. |
| AK | As people from Western culture introduced to or imposed upon Alaska's tribal people the systems of their ways, Alaska Natives have had to learn the social, economic, political and technical skills of the non-Native world as well. |
| AK | Increasingly competitive job markets, new and useful technologies and the political, social and spiritual challenges tribal people face today require us to learn more skills for our survival than ever before. |
| MI | If the Federal Government and the State of Michigan are to enhance the educational outcomes of Michigan Indian students they must go through policy development and the fiscal resources of the BIA, Office of Education and Michigan Board of Education work with post secondary institutions to assure that the following concepts and ideas are fully incorporated in all aspects of the higher education program. |
| MI | College/Universities and Tribal communities must continually identify barriers and seek workable solutions to enhance retention. |
| MI | College/Universities and local American Indian Communities must break down barriers by implementing problem solving strategies through teamwork and combining the efforts of people from different institution/Indian community areas. |
| MI | College/Universities and American Indian Communities must understand that all stakeholders in the education system must be involved in identifying problems, designing programs, planning, budgeting, and selecting materials. |

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| MI | Institutions of higher education need to be more effective in their outreach to American Indian communities. |
| MI | Classes and programs need to be developed and implemented to meet the unique needs of the Indian community with BIA and Department of Eudcation financial support. |
| MI | Higher education institutions need to develop and implement active retention and support systems for their Indian students. |
| MI | Transferability of American Indian Studies courses is needed. |
| MI | Michigan American Indian students often lack the knowledge and understanding of the availability of financial aid for higher education due to a lack of supportive services (i.e. available information, forms needed, application deadlines, etc.) |
| MI | Michigan American Indian students often lack access to financial aid information concerning programs designed especially for American Indian students particularly private and foundation dollars. |
| MI | Michigan American Indian students in higher education are often victims of misunderstandings and racial intolerance both intentional and unintentional. Recently, situations have been exacerbated by the use of American Indian symbols as mascots for college athletic teams. |
| NE | Need for competent Lobbying for New England. |
| NE | What is the function of ICED & eligibility requirements. |
| NV | Funding to community based education programs. |
| NV | Have group continue after September, Inter-Tribal Council of Nevada (ITCN). Priority needs to be identified by tribal councils, tribal councils must give their commitment. |
| NV | Educating grant writers-lack of time to write grants. |
| NV | Jurisdictional issues. |
| NV | Identification of community resources. |
| NV | Educating school districts on impact aid. |
| NV | Although Nevada receives approximately $755,000 for Indian Education as indicated below, it is undoubtedly insufficient. It is conservatively estimated that 3 million dollars is needed just to maintain and support existing educational programs. An additional 8-10 million dollars is needed to renovate or build new facilities which are currently considered substandard.<br>$224,000 - Johnson-O'Mally<br>$ 38,000 - Adult Vocational Training<br>$311,000 - Higher Education<br>$182,000 - Pyramid Lake |
| OK | Many tribes do not have resources to fund education programs. |
| OR | The decreasing opportunity for higher education opportunities. Increased tuition; reduced admission levels; and higher academic admission standards. |
| MN | Financial Aid: 10-day waiting period and too many loans. |
| MN | High school to college transition problems - knowledge of college expectations. |
| MN | Small American Indian student population in college. |

MN Funding: $5,820 per student (FTE); $20 million facilities; $10 million endowment. Tribal colleges must be an important part of the learning continuum of Indian people and life long learning. Tribal colleges represent tribal sovereignty and self-determination: language and culture preservation; economic development; research; tribal citizenship; and relationships and partnerships government-to-government.

## RECOMMENDATIONS

AL Change in legislation and/or regulations of existing scholarship programs to include Federal and state recognized Indian students.

AK If you were able to amend Title V, Title VII, Chapter I, Impact Aid, JOM, IEA, etc., what changes to these laws would be made?

AK Recommendations under various categories, JOM, IEA, Title V, etc., that funding NOT be consolidated under one funding source. Recommendations that separate program funding be maintained, but allow for waivers to regulations to meet special circumstances or local needs.

AK Indian Education Act funds should continue to be appropriated directly to school districts. Johnson-O'Malley funding should continue to be appropriated to tribal authorities. Advisory and policy committees participation is imperative for the success, control and implementation of these programs.

AK Indian Education programs in Alaska are inadequately and inequitably funded. Since there are no BIA schools in the State of Alaska, funding for Indian and Native education programs is often not available or accessible to Alaska Natives because they are ineligible under the funding regulations or guidelines. It was recommended that the White House Conference on Indian Education seek a definition of Indian/Native American education programs that includes federal funding eligibility and accessibility in all areas that includes Alaska Natives. Because of the ineligibility of Alaska Natives to funding sources, it creates inequity.

AK The unique funding situation in Alaska must be recognized by federal funding agencies. The cost of delivery of services is not comparable to other regions in the country and often does not meet the minimal needs of Alaska Native students, thus the disparity in funding relates directly to a disparity and inequity in services.

AK Delegates recommended that because of the unique eligibility conditions created by the Alaska Native Claims Settlement Act (ANCSA) of 1971, the identification and certification of eligible Alaska Native/Indian children in Alaska continue through current regulations until such time Alaska tribes determine tribal membership.

AK Delegates recommended that NO policy be established that would infringe upon existing authority of tribes to define their own membership. Tribes must have the ability to determine their own membership.

AK The federal government must recognize the diversity and needs of tribal organizations in exercising self-determination.

AK Trust responsibility of federal government to Alaska Natives must be recognized and enforced.

AK Federal Indian educational policies must reflect and insure local control in educational programs.

AK Is there a need for consistent definition of Indian for eligibility purposes?

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| AK | There was must discussion on the pros and cons of the definition of "Indian". The delegate nominees' position on defining "Indian" is reiterated - there should not be policy established that would infringe upon the existing authority of tribes to define their own memberships. |
| AK | Since tribal memberships are not determined nor complete in Alaska and because of the unique eligibility conditions created by ANCSA, the identification and certification of eligible children in Alaska should continue through current regulation until Alaskan tribes determine their membership. |
| AK | Again, the delegate nominees request that the White House Conference on Indian Education seek a definition of Native/Indian education programs providing federal funding, that the definition include Alaska Native eligibility for all areas of funding available to Native/Indians. |
| AK | It was decided that rather than using the year 2000 we should amend the time frame to the year 1994 to implement these programs. The rationale for amendment is that the present administration would be out of office by the year 2000. In 1994 it would be held accountable to attain these goals. |
| AK | Adoption of Native children through IRA or traditional council must be recognized by the state. |
| AK | Economic development should be determined locally. It should be culturally relevant and environmentally sound. |
| AK | Models of successful tribal self-government must be identified and analyzed for local applicability. |
| AK | Native people must be knowledgeable of the impact of federal laws on their local government and communities. |
| AK | Basic needs and services must be met before economic development programs are considered. |
| AK | Tribal governments must be held accountable for actions taken on behalf of people. |
| AK | The Native community infrastructure is not incongruent with western education. The education system must become more compatible with the Native community infrastructure. |
| AK | Tribal government internships must be more accessible to Native students. |
| AK | Simplify application process and reporting procedures; current reporting requirements are time-consuming and a burden relative to the amount of dollars received. |
| AK | Because of the unique conditions created by the ANCSA definitions used to identify Indian villages, reservations and tribes, we must make allowances for the exception to the rule, in the case of Alaska. |
| AK | Local control is the key to identification of problems/solutions for successful tribal governments. |
| AK | Local control must be in place to insure that community needs are met by Federal/state funding sources, rather than the Federal/state funding responding to agency needs. |
| AK | The subsistence right of Native people must be defined. |
| AK | Subsistence needs to be recognized as a valued economic system. |
| AK | Cultural practice should be included in the definition. It should not be in economic terms, or in geographic terms. |

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| AK | It was strongly felt that we must use the strengths of our survival (cultural and physical) to develop a preventative and positive philosophical approach to programs and activities. Community wide support of cultural preservation of Alaska Native cultures is imperative. The preservation should focus on values and beliefs that contributed to our survival as a people. |
| AK | The community needs to define what is acceptable behavior. We must accept responsibility for ourselves and for our community. |
| AK | US Senate Bill 1595 for preservation and enhancement of Alaska Native languages must be supported. |
| AK | Religious freedom must be respected. |
| AK | The use of traditional practices must be encouraged and respected. |
| AK | Support the return of tribal remains and artifacts to tribes. |
| AK | The community must accept responsibility for the care and placement of its children. |
| AK | Non-profit organizations that receive funds to serve Native people should implement training and methods of service that are culturally relevant and appropriate. |
| AK | There is a need to look at representation of Alaska Native people, incarcerated in both juvenile and adult facilities as it compares to the population as a whole. |
| AK | Office of Juvenile Justice & Deliquent Prevention (OJJDP): Alaska is in waiver status from complying with the federal policy requiring separation of juvenile offenders from adult offenders because of inadequate space and facilities in the villages. Alaska must continue to receive funds from OJJDP to expedite compliance with this federal law. |
| AK | Maximize Native participation in the judicial process; must include the recognition of the authority of tribal courts by the state of Alaska. |
| AK | Native people must be educated as to the roles and procedures involved in the judicial process. Increased awareness of career opportunities in the tribal courts and the state judicial system must be made available to Alaska Natives. |
| AK | Basic human and community services (i.e., health care, water and sewer) must be available before economic development (tourism) is considered. |
| AK | In some areas of the nation, Native tribes generate income from establishing gambling activities. Is this applicable and or appropriate for Alaska tribes? Viable economic development opportunities must be determined locally. |
| AK | It must be widely recognized that economic development and employment increases self-esteem. Affirmative Action policies should include employment and/or training. Compliance of the EEO by federal contractors must be enforced to insure that employment opportunities at all skill levels are available to minorities, including Alaska Natives. |
| AK | Native people are not hired at a level equal to capabilities and training, but rather at entry levels to satisfy affirmative action numbers. |
| AK | Most Native people lack an awareness of the impact of federal laws on Indian and Native people. |

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| AK | The environment must be protected; clean air, water and land must become a national priority. A nuclear free zone must be established in Alaska. |
| AK | Legislation for a pan-Indian congress to meet every 5 years to review programs and progress should be enacted. |
| AK | Rental property laws and/or procedures may not be effective in overriding violations of fair housing. |
| AK | The State of Alaska needs to validate the existence of Alaska Native people and recognize their rights and status as tribes. |
| AK | Native students, parents and tribes receive mixed messages when the state legislature or administrative branches or government refuse to recognize their status as Native people while the federal government and other state governments do. It is difficult to establish a close cooperative working partnership without mutual respect. |
| AK | Native people in Alaska reside in rural areas of our state and in urban areas -- closer to services, jobs and housing. In urban areas, Native people often do not have adequate central meeting places to practice cultural heritage and receive needed services. Native people understand that participation in cultural practices is a way of strengthening the community, families and children. Funding must be provided to urban settings which provide central meeting areas and services for Alaska Native people. |
| AK | Federal decisions impact Native people in Alaska. Legislation and funding decisions must consider the unique needs of Alaska Native people. Decisions must ensure that Alaska Native tribal rights are upheld and that our specific needs are met. |
| CO | Fort Lewis College in Durango, as a land grant institution, provides tuition-free education to Native students through state fund. |
| CO | Financial incentives and other programs should be established to enable Native people to prepare to be teachers and to commit to work in schools with Native students. |
| IA | There exists a shortage of Native American teachers, counselors and educators. We recommend that federal legislation be enacted to supplement current BIA/IHS training programs to include funding for undergraduates in education and health as well as to increase funding for graduate training for Native American Professionals. |
| IA | Federal legislation in reference to Indian Education Programs needs to be comprehensive in nature. Need to look at funding programs that meet the needs of students. |
| KS | Financial support should be provided for the Native American student who wishes to pursue an advanced professional degree with the intent of obtaining an academic teaching career. |
| KS | Financial support should be provided for practicing Native American educators who desire to enchance their professional credentials. |
| KS | Faculty/Administrators and staff receive indepth training to make them more aware, sensitive and knowledgeable about the American Indian traditions, culture, and lifestyle. |
| KS | A resolution supporting the development of a retention plan for Native American students in Higher Education |

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| KS | The Kansas White House Conference on Indian Education and Kansas Association for Native American Education recognizes that the retention of Native American students in higher education is a concern. |
| MI | If the Federal Government and the State of Michigan are to enhance the educational outcomes of Michigan Indian students, they must go through policy development and the fiscal resources of the BIA, Office of Education and Michigan Board of Education work with post secondary institutions to assure that the following concepts and ideas are fully incorporated in all aspects of the higher education program. |
| MI | OIE must provide a 60-day response time for Fellowship approval or denial. The law must also disallow extension to OIE in meeting this standard. |
| MI | The Federal government must assure that Program dollars identified to service American Indian students are being used for their intended purpose. |
| MI | Lower the parental contribution to a level which would allow students from middle income families to receive PELL support. |
| MI | Indian health scholarships require that applicants must be notified within 60 days after application concern approval or denial of this scholarship. |
| MI | Tribal Controlled Community College Act use a system, based on ISEP, which would give base-level funding of at least $300,000 dollars to small colleges with fewer than 250 full-time students in addition to ISC funding. |
| MI | Financial Aid: Student summer employment earnings must be excluded from the student family contribution formula used to determine financial aid need. |
| MI | Additional money for books and fees must be made available. |
| MI | Financial aid staff should be knowledgeable of all financial aid opportunities available to American Indian students. |
| MI | Financial aid staffs must be culturally sensitive to the needs of American Indian students in higher education. |
| MI | BIA: Leave higher education, AVT, adult education and JOM guidelines as they are. |
| MI | Permit tribes to develp their own policies concerning application, distribution of funds, and program monitoring and evaluation. |
| MI | Increased higher education program funding must be made available to tribal governments immediately. |
| MI | Use the Michigan Indian tuition program as a national model. Extend the Michigan Tuition Waiver legislation to include tribal-controlled colleges as eligible sits for the use of the Indian Tuition Waiver Program. |
| MI | Extend the Michigan Martin Luther King, Jr., Caesar Chavez, Rosa Parks initiatives programs to include community colleges. The fellowship programs should include bachelors degree-level students. We also need to get more input from Indian people on methods to increase American Indian student involvement. |
| MI | Increased publicity is needed so that Indian students are aware of the TIP (Tuition Incentive Program). |
| MI | Additional money for books and fees must be made available. |
| MI | Financial aid staff should be knowledgeable of all financial aid opportunities available to American Indian students. |

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| MI | BIA - Leave higher education, AVT, adult education and JOM guidelines as they are. |
| MI | Permit tribes to develop their own policies concerning application, distribution of funds, and program funding must be made available to tribal governments immediately. |
| MI | Increased higher education program funding must be made available to tribal governments immediately. |
| MI | Use Michigan's Indian Tuition Waiver Program as a national model. |
| MI | Extend the Michigan Tuition Waiver legislation to include tribal-controlled colleges as eligible sites for the use of the Indian Tuition Waiver Program. |
| MI | Extend the program to include community colleges. |
| MI | The fellowship programs should include bachelors degree-level students. |
| MI | Get more input from Indian people on methods to increase American Indian student involvement. |
| MI | Student summer employment earnings must be excluded from the student/family contribution formula used to determine financial aid need. |
| MI | Financial aid staffs must be culturally sensitive to the needs of American Indian students in higher education. |
| MI | College curriculum development and funds for implementation of teacher training programs for teachers of Native students (national emphasis). |
| MI | Encourage achievement in higher education/vocational. |
| MI | Incentive programs for college. |
| MI | Complete financial aid for college. |
| MT | American Indians face a myriad of socioeconomic changes which hamper educational achievement. The President and Congress must communicate and carry out the mandates of the federal trust responsibility to American Indian tribes. |
| MT | Large numbers of American Indians reside off reservation and do not benefit from education programs designed for their benefit and participation. The President and Congress must revise the Johnson-O'Malley Act to include all eligible American Indian students and increase the level of funding. |
| MT | BIA educational dollars are not in sync with levels of participation. |
| MT | BIA boarding school institution is not in sync with universal expectations for participation and self-determination. The President and Congress must review the mission, intent, and effectiveness of boarding schools, especially as they relate to cost effectiveness, cultural expectations of tribes, community values, the educational delivery system, and parental responsibilities and expectations. |
| MT | There is a documented need for educational facilities. The President and Congress must increase levels of funding for PL 81-815 (school construction), appropriate construction funding for PL 95-471 (as amended), Tribally Controlled Community Assistance College Act, 1972, and amend Headstart/Day Care legislation to allow for facilities construction and renovation. |
| MT | Some states have/are using PL 81-874, Impact Aid funds in state equalization plans, thereby damaging the intent of the law. The President and Congress must review current state efforts toward equalization in an effort to ensure compliance with the 1978 amendments to the law, which (1) ensured parental |

involvement, and (2) addressed the unique and special needs of American Indian students. They must also review the financial status of those school districts which enroll significant numbers of American Indian student, since federal land is non-taxable.

MT Federal policy is to assimilate or terminate American Indian tribes, thereby damaging American Indian sovereignty, self-sufficiency, and self-reliance. The President and Congress must reaffirm the treaties and the unique and special relationship that exists between the federal government and tribes. They must allow for the reassessment of the validity of the tribal governance structure and the relationship between tribes and the federal government and they must encourage change in the tribal governance structure and in the relationship between the tribes and the federal government so that true self-determination can occur.

MT The President and Congress must provide new initiatives to protect, preserve, and promote one of America's most important and precious resources: diversity of its culture and people. They must appropriate funds to implement the Native American Language Act and strengthen the Native American Religious Freedom Act.

MT The varying definitions of American Indians for program purposes have a detrimental and divisive effect on American Indians, individually and collectively. The President and Congress must review this detrimental and divisive effect with all affected entities. They must review the adequacy of funding as related to those programs requiring definition of "American Indian" and review the unserved American Indian populations that result from varying definitions. They must also review the tribes enrollment practices as they relate to provision of benefits and review this issue as it relates to non-federally recognized tribes.

MT There must be equity educational attainment for all Montana minorities, especially American Indians, beginning at the earliest possible level. We must assess local educational agencies and determine where they must begin to address the underre- presentation of minorities in education. Once decided, a plan of action will need to be formalized and approved by all institutions/individuals involved and committed to making the change.

MT A coordinated effort is needed to address the serious under-representation of American Indians in education.

MT Traditional family roles need to be addressed to determine how to incorporate changes to address underrepresentation in education. Tribes need to establish education as a top priority for their people and to provide adequate funds to address equity in education.

MT Indian Health Services need to coordinate programs with educational institutions in promoting family wellness so that a focus on education can take place.

MT Tribal colleges need to develop curricula which is coordinated with other-educational institutions that will promote educational attainment throughout the education system.

MT Universities need to work with reservation tribes in coordinating educational programs on a comprehensive basis.

MT Boarding schools should be closed so that the responsibility of teaching, raising, and socializing children remains in the family, in the local schools system, and within the community.

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| MT | Community education needs to develop, in consort with family and tribal mores, parent effectiveness training programs, parent assertiveness training programs, day-care services, and Head Start programs that are well coordinated and working for the same goals. |
| MT | Area schools need to promote holistic education with the total community as their constituents. School administrators can set the tone by promoting the coordinated effort and getting everyone involved in education. |
| MT | Individuals can be responsible for education by becoming empowered to make the necessary changes to have a well educated society. |
| NC | In responding to this question, the following survey data were utilized. First, 89% of the survey respondents "strongly agreed" or "agreed" that it is not possible for one national Indian Education policy to be created which can adequately address the diverse needs of American Indians. Second, federal legislation, laws and regulations should take into account decision making at the local and state levels. Third, direct grants and contracts to Indian tribes or other groups should continue to serve as a primary means for funding Indian Education programs, whether federally recognized or non-federally recognized. Fourth, a base amount of funding should be established for Indian Education programs to ensure that small projects can be efficiently and effectively administered. |
| NC | That data be carefully examined to assure that Indians are properly and accurately counted that all may benefit. |
| NC | All federal and state policies that affect Indian people, including students, should have "set-aside" funds for Indians. |
| NC | A belief that underlies the above answer is that it is not practical to expect a student to learn effectively if she/he comes to school without breakfast or is poorly clothed, or was abused at home or in the community before she/he arrives. North Carolina Indians believe that parents of Indian students need to be better trained and educated about their responsibility as parents; that expanded efforts need to be undertaken to improve housing, transportation and health care; and that federal policies should assist in creating "incentives" to get parents more involved in the education of their children. Schools should always be places that say "We want you here" to parents. In this regard, schools should be places where parents can get referrals about other services available to assist them with any concerns or problems. Moreover, all teachers should be sensitive to "Indian studies" in order to enhance the "pride in their heritage" that often shapes the self-concept of Indian students. Still another area of concern relates to the traditional relationship between Indians and the land; the inherent privilege of fishing and hunting should be ensured by the federal government for future generations. |
| NC | The 1980 Definition of Indian Study should remain the guiding criteria defining participant eligibility for Indian Education programs. |
| NC | The federal definition " minority" should include Indians. |
| NC | Indian tribes with "direct" relationship with the federal government maintain jurisdiction over Indian Education. |
| NC | Improved monitoring efforts should be established at the federal and state levels to assure that Impact Aid is not used to "recruit" students from a reservation site to a non-reservation site just to increase the non-reservation site's funding. |

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| NE | Impact aid funding to be funded the full appropriation levels authorized Congress with at least a 50% increase in funding for P.L. 81-815 school construction levels. |
| NE | The educational process in Indian schools has the unique opportunity to set their own goals and process in fulfilling those goals, however, they remain within the current biased and inappropriate institutional framework. |
| NV | Increased funding for JOM and Title V programs. |
| NV | Incorporate "MESA" science programs. |
| NV | Develop mentor programs. |
| NV | Mandate higher standards for individual students (individual educational plans for all students). |
| NV | Develop workshops to learn "how to" keep stats on drop-out rates. |
| NV | Develop curriculum in accordance with tribal councils. |
| OK | Funds should be "set-aside" at the National level to support the advocacy council. |
| OK | Any policy developed must maintain tribal sovereignty. |
| OK | There needs to be a consistent definition of Indian for all Federal programs. |
| OK | Encourage additional tribal supplemental programs. |
| OK | Indian Task Force has recommended to BIA that JOM be placed on IPS. |
| OK | Forward funding and start of contract dates in JOM, Higher Education and Adult Education. |
| OK | Education programs should not be on the Indian Priority System. |
| OK | Indian students who are over the income guidelines don't get funding. |
| OK | Many tribes do not have resources to fund education programs. |
| OK | Keep JOM out of the Indian Priority System so that the funds may continue to serve Indian students. |
| OK | Begin funding in June or July before students start back to school. |
| OK | Remove all education programs from the IPS so that we wouldn't have to fight the battle every year to maintain the funds. Establish a formula for adult education with the base amount of funding for each Tribal program. |
| OK | Allow a small amount for over income students as an incentive. Give a base amount to all identical Indian students. |
| OK | Tribes need to set priorities for education and try to encourage tribal members to participate in JOM, Title V, and committees run for school board and PTA. |
| OK | Incentive builders to encourage tribal involvement in the school systems. |
| OK | Introduce law that leaves the subsistence check or stipend out of the income bracket. |
| OK | Introduce legislation that clearly addresses the use of stipends and does not include it with earned income. |
| OK | Recommend that the Bureau open up for tribes to expand existing programs and to develop more programs that address the needs of the children and parents. |
| OK | Appoint a regional person who very strictly holds JOM and Title V programs accountable. |
| OK | Create more tribally controlled Indian colleges. |

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| OR | To ensure the continuation and success of locally-controlled higher education, priority must be given to the adequate funding of tribally controlled colleges, regardless of endowments. |
| SD | Adult education programs including vocational agricultural programs be implemented by tribal colleges and institutions serving urban populations. |
| SD | Develop language curricula specific to the dialect, the community/reservation and the demographics of the learner. Tribal colleges and tribal contract schools can take the lead on this. |
| SD | Tribal colleges must look for ways to provide adult education services to urban populations. This may include delivery of programs in urban areas and teacher training and curricular support for off-reservation colleges and universities. |
| SD | Financial and human resources must be allocated or acquired by schools and colleges to foster curricula design and distribution. |
| SD | Tribal education philosophies and goals can be developed with input from all parts of the community and from all service providers. These philosophies and goals should then guide schools, colleges and education programs in the design and implementation of education initiatives. |
| SD | Funding by the State of non-tribal members who are state citizens who attend tribal colleges. |
| SD | Host leadership development institutes that offer opportunities for strategizing about tribal concern, foster higher order thinking skills, and which model conflict resolution and problem solving utilizing contemporary cases and role playing. |
| SD | Financial and human resources must be allocated or acquired by schools and colleges to foster curricula design and distribution. |
| SD | Full funding be provided by Congress for tribal colleges. |
| SD | Increased financial support be provided by private individuals, foundations and by corporations to facilitate tribal education initiatives. |
| SD | Collaboration between state and private universities and colleges and tribal colleges be formalized to allow tribal colleges access to resources that meet reservation and urban Indian needs and to allow state and private institutions to better serve the South Dakota citizenry and their native students. |
| SD | Tribal colleges should continue and expand existing curriculum development particularly focusing on: tribal histories; stories and cultural values; expansion of teacher training and other academic programs to meet tribal development needs; creation of demonstration and model projects in agriculture and other forms of economic development; the showcase of successes in Indian education; development of demonstration classrooms and schools; and otherwise provide for the improvement of the quality of individual and tribal life. |

# GOAL 16

## Research

## CONCERNS

AL Lack of data about the problems inherent in making and norming culturally-relevant tests.

FL Students, parents and guardians are unaware of special education programs because schools do not make information available unless it is specifically requested.

UT Data collected statewide on the Indian student population only collects dropouts, graduates and total enrollment.

WI The educational data needs and uniform data required should be reduced to apply to each individual tribe. There is too much paperwork involved of which much of it does not apply.

WI There is a serious lack of research and data on American Indian students within the public school system and within the higher education systems in Wisconsin.

## RECOMMENDATIONS

AL By the year 2000, educational innovations, including interactive technologies which may better serve the needs of Indian students and research will be available to all Indian students.

AL Provide for a Federally funded state-level resource center for Indian education which would assist teachers in providing instruction to Indian children, with relevant, as well as up-to-date materials and techniques of instruction.

AL Develop federally funded state-level resource center for Indian education which would assist teachers, who provide instruction to Indian children with relevant, as well as up-to-date, timely materials and techniques of instruction.

AL Provide opportunities to collect data concerning adult literacy in Indian communities.

AL Provide adequate instructional material to educators of Indian children.

AL Encourage existing test-making and research organizations to deal with culturally relevant testing problems.

AL With tribal cooperation and contribution, organize a pilot resource center in Alabama using Federal, state and private funding.

AL Federal financial assistance needs to be available to support the development of Indian education research, planning and dissemination centers.

AZ More emphasis needs to be place upon developing effective data on students.

AZ Tribes should cooperate in the creation of a national clearinghouse on alcohol drug abuse information to assist Indian communities and determine a workable curriculum for Indian students.

FL Provide funds to continue the dissemination and interpretation of findings and recommendations. Also, provide funds to establish other goals and monitor the implementation of recommendations.

FL Make students, parents and guardians aware of special education programs which are available.

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| FL | Publish a comprehensive directory of financial resources available to Native American students to be distributed to Tribes and Indian communities. |
| KS | Research, develop and implement programs of parent training to include, but not limited to, such areas as:<br>- the parent as teacher program;<br>- parenting skills before becoming a parent (high school focus);<br>- grandparents as parents; and<br>- early childhood psychology for parents. |
| KS | Networking as well as sharing of historically relevant materials promotes the understanding and education of Native and Non-Native people. |
| KS | The July 1991 White House Conference on Library and Information Services decided in NIPO8 #4 that, recognizing its special relationship to Native American peoples, the federal government should immediately begin a comprehensive program to collect, preserve and make available documents relating to that history, emphasizing equitable access including electronic formats. |
| KS | The federal government should alter the Library Services and Construction Act (20 USC 351 et seq.) as well as the Higher Education Act (20 USC 1001 et seq.) to designate a Federal Native American Educational Facility as a National Cultural Education Center; to fund it as such; and to authorize the center to obtain and hold electronic duplicates of all Native Materials held or generated by the Federal government; and to establish an educational curriculum program to train students and adults Native and non-Native in the skills of preservation of historic materials, museum operation, librarians and the operation of electronic communications networking. In addition, the archivist of the United States should be encouraged to lend all assistance in the establishment of the Center. |
| MI | There needs to be a national data base developed which clarifies the impact of this section of the Act on the level of educational success/failure of American Indians on the national level. |
| NC | The White House Conference on Indian Education should conduct a review of the literature and publish a list of the literature and resources available on Indian topics. |
| NC | Title V should be amended by Congress to provide long-term discretionary funds for model projects and to strengthen and support a national information center on research that impacts Indians (such as the current effort at Arizona State which is supported by the National Education Association). |
| NC | The Regional Technical Assistance Centers should be ineligible for Indian Education funds allocated to tribes, boards, groups and Indian organizations; that, if other funds are not available to these centers, they be merged with other appropriate Educational Technical Assistance Centers whenever possible. |
| NC | All Federal statistical data should be maintained so that it can be desegregated to determine to what extent Indians are being served and for the federal government to encourage like efforts at the state and local levels of government. |
| NE | Database developed for Indian students in school, as well as a one to three-year follow-up study similar to provisions in Rule 10 of the Nebraska Department of Education (dropout, graduation, mobility, e.g.). |

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| ND | States with significant American Indian populations establish offices to conduct research; collect data; support statewide advisory councils; disseminate appropriate data relative to Indian education; and, provide and maintain funding for Inservice education for schools serving Indian children. |
| NY | Establish a national clearinghouse on Native American education materials. |
| OK | Develop curriculum and work on a statewide and National clearinghouse to specialize in printing of Native American cultural curriculum. |
| OR | Identify Indian and Alaska Native educational data needs and any necessary uniform data to be required by federal agencies in all Indian/Alaska Native education related applications for assistance. |
| OR | Increase library services for tribal controlled colleges, including cooperative agreements with state and local libraries and the Library of Congress. This would include interlinking and increased educational innovations, interactive technologies and tribal museums where access to information of the past and present will better serve the needs of Indian students and research. |
| OR | Centers should be established which focus on Native language issues; provide technical assistance in developing language assessments, and conduct research on Native language programs. |
| OR | A more uniform system of forms, guidelines, requirements, etc. must be developed in consultation/cooperation with the program (funding) sources and the local programs (or through the technical assistance centers). |
| OR | Rules and regulations must be changed to give the technical assistance centers more opportunities to be of greater service to individual Title V grantees, especially in the areas of proposal preparation and consistent interpretation of rules and regulations. |
| SD | Identify traditional leadership qualities and styles through community based research. |
| SD | Identify contemporary leadership styles that promote tribal self-determination. |
| SD | Develop a data base to track students; a clearinghouse for cultural materials and improved teacher training for improving the classroom environment and decreasing the number of dropouts. |
| UT | Establish a comprehensive data collection bank on Indian students. |
| UT | Currently within the state, Indian student data collection is on total enrollment, dropouts and graduates. The data bank needs to be expanded to include data on absenteeism, truancy, academic proficiency, core subjects, achievement tests and special education. |
| WA | Secure federal support to develop local curriculum (videos, etc.). |
| WA | Recognize successful Native American models and use them. |
| WA | Secure more financial support for development of curriculum; also more sharing is needed of what is currently available. |
| WI | Survey to acquire statistical information for a clearer picture of how many Indian students are attending their schools and whether or not they should continue. |

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| WI | Take steps to create a nationwide program which would allow implementation of curriculum for each state or tribe. |
| WI | There should be a nationwide curriculum implementation effort to help tribes introduce curriculum to schools for individual state mandates. |
| MN | National Clearinghouse of American Indian research and information exchange. |
| MN | Opportunity for National Indian Education programs. Support of National American Research Information System (NARIS) out of Colorado. Institutional commitment to professional improvement for American Indian faculty and staff in reasonable time frame Faculty and staff exchange programs RE: Community Colleges, Universities, U of M, Private Colleges. |
| MN | Support a national clearinghouse and/or database for culturally-based curriculum. |
| MN | There is a need for research into the too often bleak outcomes of students, including analysis of test bias and cultural bias, and the lack of Native professionals in the testing field. In addition, they posed the question: is this test situation at the root of the high dropout rate, the many Native students placed into special education and remedial classes? |

## GOAL 17

## INDEPENDENT BOARD OF INDIAN EDUCATION

### CONCERNS

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| AK | Our group felt strongly that if the NBIE exists they should not serve at the pleasure of anyone other than their own people. The diversity of our people and their needs would probably not be represented adequately on a limited national board. Also, Alaska would probably be poorly represented due to our low indigenous native population. |
| AK | Indigenous Native Americans would probably lose critically relevant local control of educational opportunities for their children. |
| AK | It would probably be just another national "committee" whose good intentions are filtered out by the legislative, judicial, and administrative branches of government. |
| AK | It may be too politically threatening to non-Indigenous Native Americans. |
| AK | Would probably be another costly, difficult to manage, and deficient bureaucracy to the American public, thereby lacking their support. |
| AK | Alaska would probably be poorly represented due to the small indigenous Native population ratio to the rest of the world. |
| AK | May be an instrument of demise to existing and effective Indigenous Native Americans' effort to progressively better their being, such as NACIE and NIEA. |
| AK | May inadvertently mislead Indigenous Native American leaders into thinking they have substantial control of their educational destiny when in fact they serve at the pleasure of the President and the Congress, and subsequently their ideals. |
| AK | It tends to make organizations become more political than practical. |
| AK | It would establish the Board's limits of authority to an advisory rather than decision making capacity. |
| AL | Delegates overwhelmingly concurred that a National Board of Indian Education is not necessary. A National Board will disrupt the educational services that are currently provided for Indian children of Federal and state recognized tribes; further, the creation of a national board will create additional bureaucracies at the national, state, and local levels which will be costly, inefficient and politically oriented. Indian children will ultimately be the losers. |
| AZ | We have many concerns about the feasibility of establishing a national board of Indian education. Implementing such a board could undermine local control of the schools. Because several Indian organizations exist, it could lead to the duplication of effort and further bureaucratic troubles. It remains to be seen if the viewpoints of the Southwest Indian tribes would be represented adequately. |
| AZ | A national board of education is not without merit, however. Its establishment could lead to a greater representation and a more positive approach with Native Americans dealing with Native American issues. It would eliminate bureaucratic committees. A national board would provide a forum to express our views. It could facilitate direct funding and services to tribes. |

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| CA | California will not support the consideration of establishing a National Board of Indian Education (NBIE). |
| CA | California's American Indian populations in excess of 242,264 includes a historical, legal, political and cultural make-up not found in such substantial numbers in any other State: Federally-recognized, (land based and landless), non-Federally recognized (landless nd holding trust lands), terminated/ unterminated, and organized/unorganized out-of-state urban tribes and groups. |
| CA | No current national Indian board has a seated member from California, and as history repeats, California would not have representation on a NBIE. |
| CA | Current national Indian Boards have failed to consult, address or priorities the problems and educational needs by American Indians residing in California. some national Indian organizations only serve tribal groups with Federal recognition status. |
| CA | Due to the unique make-up of the American Indian population in California, a NBIE would have to insert special circumstances into the control, decision-making and policy setting formats to fit the needs of Indians in California rather than to just negotiate with tribal governments or Bureau of Indian Affairs. |
| CA | California acknowledges it would be unable to impact NBIE functions without legal avenues for administrative intercession and so accordingly, there can be no guarantees that his Board could operate autonomously of tribal governments or with equal emphasis to the whole of American Indian society. |
| CO | Native people in Colorado are wary of another expensive and complex bureaucracy, appointed by political entities, which has the potential to allow the government to ignore its treaty obligations and trust responsibilities for Indian education. |
| CO | ARGUMENTS AGAINST: Another bureaucracy could add still another layer of procedures and people that would actually prevent funding from reaching the Native people that it is intended to serve. |
| CO | If the National board assumes responsibility for Indian education, the government could abdicate their treaty responsibilities with Native people for providing for education. This may be a disguised effort at termination. |
| CO | What Native families and communities need is less national control and more local decision-making accountability. |
| CO | CRITICAL COMPONENTS: If a National Board were created, it must be an elected, not appointed, board. |
| CO | A National Board must have strong decision-making authority. |
| CO | A National Board should administer all legislation and funding for Indian education at all levels. |
| CO | A National Board should set policy and standards, allowing states to determine how best to meet those policies and standards with encouragement and means of enforcement. |
| CO | The major goal of the National Board would be to eliminate crippling bureaucratic policies and procedures. |

CO A National Board should serve as a research center and a center for the restructuring of schools and educational programs at all levels. In this capacity, the Board would work to discontinue programs that have not been effective and to disseminate programs that have either been successful or show promise of success.

CO A National Board of Indian Education would be the major avenue of informational efforts and lobbying for Native children with the White House and Congress.

CO ALTERNATIVES: The National Advisory Council on Indian Education could be strengthened to assume a stronger and more effective decision-making role. At this time, it serves a limited and nearly useless function. If restructured, it should assume the characteristics listed above.

CO Native people in Colorado are wary of another expensive and complex bureaucracy, appointed by political entities, which has the potential to allow the government to ignore its treaty obligations and trust responsibilities for Indian education.

CO Another bureaucracy could add still another layer of procedures and people that would actually prevent funding from reaching the Native people that it is intended to serve.

CO If the National board assumes responsibility for Indian education, the government could abdicate their treaty responsibilities with Native people for providing for education. This may be a disguised effort at termination.

CO What Native families and communities need is less national control and more local decision-making accountability.

IA We feel opposed to the idea of a national board Indian education on several grounds:

1) A national board would infringe on tribal sovereignty by passing policies and regulations that tribes would have to adhere to. A board would take away self-determination from Indian people;

2) How would a national board determine the needs of Indian tribes in different states? Smaller tribes have different needs from the larger tribes. A board would need to include representation from all tribes which would be impossible. A board serving in this capacity would need to be active in order to meet the needs of all tribal groups -- it needs to be accountable to all Indian people;

3) Local concerns and issues need to be addressed at the local level rather than at the national level. Mr. Ed Brown stated at the National Indian Education Association conference that parents, schools and tribal communities must work together to improve the education of our Indian children. A system needs to be set up so local concerns can be heard at the national level.

4) There are existing Indian education organizations at the national level who need to coordinate better communication lines. These organizations then need to disperse information about Indian education to the different tribes/states.

5) The function of NACIE are unclear to us at this time: what is their primary role? Are all tribal people represented? If so, in what capacity?;

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| | 6) We are also unaware of the Federal Advisory committees laws. Until we receive information about the laws we cannot comment. |
| MI | The primary concerns in Michigan lead us to not support the development of this Board due to the history of Michigan being poorly represented on national boards. |
| MT | The participants were adamantly opposed to the creation of a new national Board, because a further erosion or loss of local control would occur. |
| MT | Local self-determination and participation in the educational process would be threatened. |
| MT | Tribal differences and goals would not/could not be addressed adequately by a national board. |
| MT | Local autonomy (7 reservations/12 tribal groups in Montana) would be weakened. |
| MT | Adequate funding for a national board would be difficult to secure. |
| MT | The question of establishing a national board is not adequately defined (how would (how would membership be attained? Who would appoint the members? What would the role of the board be? etc.) |
| MT | An additional layer of bureaucracy would result creating more "white tape." |
| MT | The concept of a new national board is akin to the government's tendency to re-invent the wheel." |
| ND | By unanimous vote, the general assembly of the North Dakota White House Conference opposed the formation of a National Board of Indian Education. It was the consensus that a National Board of Education would further erode the local autonomy and control of Tribal Governments and school boards. Additionally, the creation of another layer of bureaucracy would further fragment educational efforts and cause undo overlapping of existing entities, (e.g. National Indian Education Association, American Indian Higher Education Consortium, National Indian School Boards Association, National Advisory Council on Indian Education, North Dakota Indian Education Association, and State Indian Education Associations) and increase competition for already scarce funds. |
| NN | As a final matter, conferees considered the proposal to establish a National Board of Indian Education. While Navajo Pre-Conference participants did not oppose such a proposal out of hand, they did express many concerns about the nature and composition of such a body. As expressed in the resolution adopted by the Pre-Conference General Assembly, concerns with the board may be summarized as follows. |
| NN | Funding of a National Board of Indian Education would also have to be considered. Such funding must be adequate so that the board can function. However, funding must not be taken from resources that could be used for development of tribal departments of education or from educational programs. |
| NV | Educating local Indian education committees for changes in the system. |
| NV | Middle school math and science programs need to be started as well as computer science. |

NY A NBIE should not be established, as it could result in: loss of direct ties to communities and states, which needs to be there; diverse need would not be adequately addressed, New York State's unique relationship to its Indian communities could be ignored; it could easily be a power struggle between several national committees on Indian education (i.e., NACIE); difficult to define authority; accountability would be difficult.

OK Possible reasons for the lack of responses to the board issue include the inability to visualize the question because it was on the back side of the last page or a lack of understanding the issue. The respondents also believed there was a need for a regional advisory board, a lack of representation because of the total Indian population, a lack of information concerning the issue, a lack of concern for the diversity of the tribes, a need for selection rather than appointment of board members, a need for a policy-making body rather than a body making recommendations, a lack of connection with the grass roots level, and a need to keep NACIE intact.

OR The recommendations offered here will be brief due to the fact that adequate time was not available to complete our projected work plan for the two days. The State Planning and Steering Committee could not anticipate the degree of intense and comprehensive interaction that took place within each regional group during the initial phases of the program. Those in a position to observe the groups in action expressed openly their admiration and appreciation for the manner in which the conferees attended to their tasks. The responses to the questions that were addressed included:

1. Too many tribal differences to be adequately represented by a NBIE.
2. Not possible for a NBIE to truly address individual needs of each Tribe effectively.
3. The NBIE should be an advisory body.
4. The proposed NBIE should be accountable to the Tribes and Indian educators, USOE, and the Department of the Interior.
5. Creation of another bureaucracy could reduce existing available funding.
6. Loss of local control is a possibility.
7. There are many potential problems to consider in making the transition to a NBIE. (i.e., continuing levels of funding, continuing program development; changes in guidelines; etc.)
8. An NBIE could provide greater visibility for all Indian Education; consistency in definition of needs, program, etc.; and possibly more effective financially.
9. How can any national board ever facilitate local control, decision making, and policy making?
10. Functions of NBIE must be determined by Tribal leaders if it is to be considered at all.
11. If advisory only, NBIE would have little or no authority.
12. It is critical that the NBIE involve existing organizations at the State and national levels.
13. .Regional representation and Native American control is imperative.
14. Strengthening of state and tribal relations through tribal compact legislation would be a good alternative to the NBIE.

15. Information on establishing an NBIE is too little and too vague. Tribal leaders need to respond to the proposal prior to any final decision to establish such a board.

16. The proposal may duplicate existing services provided by NACIE.

17. The BIA survey does not indicate that Tribes want or need change in current format of educational services.

18. An alternative to the NBIE would be to make current Boards more effective by using the input from local tribes and communities to establish policy.

TX Almost all of the members of the Texas Delegation oppose the creation of a National Board of Indian Education, primarily because they fear it would create another layer of bureaucracy through which those wanting to help American Indian students would have to navigate.

TX Delegates also are concerned that it would be difficult to select a national decision-making panel that adequately represents the needs and concerns of all of the 380 Federally recognized tribes and other non-realty groups. Such a panel's size would probably have to be limited to size, and Texas Delegates are concerned it would be difficult to create a system in which national board members would not give priorities to their own home reservations or communities.

TX But if it is decided by other state delegations that a national board should be created, then the Texas Delegation would like to stress the importance of ensuring that all board members are American Indians We feel there are a number of American Indian educators and others who are intimately familiar with American Indian problems on a national level. And we fell that it would be difficult for anyone who wasn't an American Indian to adequately understand social problems that hinder American Indian students in their efforts to succeed.

TX Officials who first conducted research before suggesting that a national board should be created in the Kennedy Report of 1969 clearly recognized that it is imperative that American Indians be allowed to take control of their own educational destiny if such a panel is to succeed. In introducing a proposed amendment to the Higher Education Act of 1971, Sen. Kennedy noted: "Lip service, token appointments, and advisory roles are not substitutes for Indian control of Indian education. This, and nothing short of it, is what self-determination is about."

TX Whether or not national delegates to the White House Conference on Indian Education decide to create a national board, the Texas Delegation wants to stress that the Lone Star State needs and deserves more representation at the national level. As originally conceived, the goals and objectives for a national board were laudable and would still be desirable. Somehow, these aims must be integrated into the current American Indian educational system. And Texas somehow must have improved access to such programs. Although Texas has the nation's sixth-largest population of American Indians, it is woefully undeserved by federal programs although many of its residents desperately need such assistance. Most of the state's Indian population lives in urban areas, but a significant number reside in medium and smaller sized towns. Less than five percent of the population reside on the state's three reservations.

TX Almost all of the members of the Texas Delegation oppose the creation of a National Board of Indian Education, primarily because they fear it would create another layer of bureaucracy through which those wanting to help American Indian students would have to navigate.

TX Delegates also are concerned that it would be difficult to select a national decision-making panel that adequately represents the needs and concerns of all of the 380 Federally recognized tribes and other non-realty groups. Such a panel's size would probably have to be limited to size, and Texas Delegates are concerned it would be difficult to create a system in which national board members would not give priorities to their own home reservations or communities.

WA Based on the bits of information that we were able to analyze, it appears that the Board would have no significant power or authority over Indian Education.

WA The development of a National Board appears to be the creation of another level of bureaucracy that would create interference and conflict with tribal governments and existing Indian education organizations.

WI Strength of the Tribes will be diminished and the creation of a separate bureaucracy will result in unnecessary cost.

WI The move could cost tribes and their programs some or all of the funding.

WI The structure of an independent board may inhibit needed communication between tribes and the funding source.

WI The idea of relocating Indian educational programs had been discussed previously in the Carter administration, but the National Advisory Board on Indian Education has recommended that programs not be moved out of the Bureau of Indian Affairs.

WI The Federal trust responsibility and equal educational opportunity relationship should not be forgotten.

WI Whether a program is run from a strong central administration or a strong decentralized administration, the key issue is the availability of funds. Programs must be adequately funded.

WI Indians are the people who would know best what is needed in Indian education. Indian tribes should maintain control over their services.

WI Individual preferences of board members could overwhelm the board.

WI Funds which might go towards administration costs of a new bureau would be better spent on improving tribal school facilities. P.L. 95-561 was enacted but little was done to provide funds necessary for changes.

## RECOMMENDATIONS

AK That the National Advisory Council on Indian Education (NACIE) be fully funded to achieve its goals and that new goals be assigned by Congress, such as serving as a center for information about all Federal programs that address Indians; that NACIE be depoliticized to the end of having a member to represent population or geographic areas in this country; and that a focus on parent involvement be an equal concern of enhancing achievement for Indian students.

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| | Moreover, NACIE should also serve as a monitor for Indian students' progress toward the National Goals for Education. |
| AK | The Alaska nominees determined by motion that they not support the creation of a National Board of Indian Education, but participate in the discussion to develop such a board, if formed. |
| AK | All Indian Education agencies would be governed through standardized policies under the jurisdiction of Indigenous Native Americans. |
| AK | It could accomplish more as a policy maker than advisory groups such as NACIE. |
| AK | There could be better communication and coordination in planning, implementing, and administering Indian Education. |
| AK | It could increase the quality and quantity of services to Indigenous Native Americans. |
| AK | It should provide more accountability for the effectiveness of Indian Education. |
| AK | It could provide more effective political clout for Indian Education. |
| AK | It could increase efficiency of Indian Education programs by reducing duplication of various service agencies. |
| AK | Could serve as a liaison between the States, Federal Government, and the Indigenous Native American tribes. |
| AK | Should generate state and local boards of Indian Education. |
| AK | An established NBIE would improve education for Indian children by setting national goals and having official authority vested in their people. |
| AK | An NBIE would influence present curricula throughout the nation. |
| AK | It could be an avenue for more effective and virtuous teacher training in cross-cultural education. |
| AK | An NBIE would promote inter-agency cooperation at the highest governmental levels. |
| AK | An NBIE could be a strong national advocate for Indian Education funding. |
| AK | An NBIE could establish criteria for funding of Indian Education. |
| AK | The concept could only work if the NBIE had plenary authority regarding all aspects of Indian Education and if elected into office by their own constituency exclusively. |
| AK | A National Board could provide a grassroots infrastructure to control Indian Education policies. |
| AK | A National Board could facilitate local control by promoting local school boards' development. |
| AK | A National Board could support local efforts in including more relevant language, cultural, and historical studies including their significance in American History. |
| AK | A National Board could influence state board of education policies. |
| AK | A National Board could influence state laws regarding their relationship to Indigenous Native American Tribes. |
| AK | A National Board could help address local concerns and issues by making local control a part of their mission statement and giving it top priority. |
| AK | A National Board must be a policy making body. |

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| AK | The NBIE would replace the NACIE (National Advisory Council on Indian Education). We would like to see NACIE replaced and not be a political appointed body, but rather one elected by their own people. |
| AK | The Standards and Criteria for Indian Education would be established by the NBIE but would leave the means, methods, and relevant applications up to the local communities. |
| AK | The Board would involve existing Indian Education organizations at the State and National levels by communicating, coordinating, and dissemination of all Indian Education issues to each educational contingency and institution in the nation. |
| AK | The Board would involve existing organizations by providing adequate funds and support for: networking communications (i.e. telephone, faxes, computer links, satellite networking, and distance delivered educational programs, etc.); and sponsoring Indian Education conferences, meetings, and work sessions. |
| AK | The Board would be selected by democratic elections from within each state by the Indigenous Native Americans therein, although the size and the structure of the Board may make it difficult to represent our diversity. |
| AK | A NBIE can function so as not to hinder local efforts, though cooperative and coordinated efforts between everyone involved; and as long as the Board's duties are limited to policy making. |
| AK | The Board should be accountable to the Indigenous Native American people they serve:<br>--Tribes and Indian Educators<br>--Department of Education<br>--Department of the Interior<br>--White House<br>--Congress<br>--Other entities |
| AK | Congress should legislative funding for the NBIE which would not be dependent or subordinate to any existing bureaucracy. |
| AL | Delegates overwhelmingly concurred that a National Board of Indian Education is not necessary. A National Board will disrupt the educational services that are currently provided for Indian children of Federal and state recognized tribes; further, the creation of a national board will create additional bureaucracies at the national, state, and local levels which will be costly, inefficient and politically oriented. Indian children will ultimately be the losers. |
| AZ | If a board were to be implemented, we believe it should be merely advisory in nature. The membership should consist of Indian people who will not only serve with dedication and sincerity, but will represent the traditional values of their respective locales. In other words, it should consist of grass-roots people who have experience on local school boards, as well as parents and teachers. |
| AZ | A major goal of a national board should be promotion, preservation and maintenance of tribal languages and cultures. No distinction should be made between urban and rural tribal organizations. |
| AZ | Before discarding the idea or starting a national board of Indian education, a feasibility study should take place to reveal the ultimate effects of such a board. |
| CA | An alternative may be to legislate funds to state departments of education mandating the establishment of Indian Boards of Education in states with Indian populations exceeding 20,000 and/or 40 percent drop-out rates or where the majority of Indian |

student population resides on reservations or villages remote from public school systems. The concept is to ensure an American education policy toward Indians; that they are receiving the best possible access to core curriculum and public education benefits. Make self-determination a centerpiece of Indian policy, allowing American Indians to be participants in determining their own educational and economic futures.

CO If a National Board were created, it must be an elected, not appointed, board.

CO A National Board must have strong decision-making authority.

CO A National Board should administer all legislation and funding for Indian education at all levels.

CO A National Board should set policy and standards, allowing states to determine how best to meet those policies and standards with encouragement and means of enforcement.

CO The major goal of the National Board would be to eliminate crippling bureaucratic policies and procedures.

CO A National Board should serve as a research center and a center for the restructuring of schools and educational programs at all levels. In this capacity, the Board would work to discontinue programs that have not been effective and to disseminate programs that have either been successful or show promise of success.

CO A National Board of Indian Education would be the major avenue of informational efforts and lobbying for Native children with the White House and Congress.

CO The National Advisory Committee on Indian Education could be strengthened to assume a stronger and more effective decision-making role. At this time, it serves a limited and nearly useless function. If restructured, it should assume the characteristics listed above.

ID The steering committee most insistently and unyieldingly opposed the creation of the establishment of an independent Board of Indian Education to assume responsibilities for all Federal programs in relation to Indian education. The steering committee felt that NACIE was executing its mandates in an effective manner and the creation of another board would only frustrate and hinder Indian Education in the future. Therefore, we cannot support the creation of another arm of the Federal government as it exerts additional authority over American Indians and Alaska Natives.

KS One of the key issues in the conference was whether or not there should be a separate National Board of Indian Education (NBIE) under the Department of Education. KANAE voted no, citing the following reasons:

1. A lack of influence and input by Indian people on how NBIE would be administered;
2. No evidence at this time that the concept of a NBIE will improve education for Indian children;
3. A National Board may not facilitate local control, decision making, and policy making;
4. A National Board may not help address local and tribal concerns and issues;
5. The functions and role of a National Board are not clear as to their policy making role or advisory role;

6. There is presently established a National Advisory Council on Indian Education, it is clear how the NBIE would interface with NACIE;

7. The involvement of existing Indian education organizations at the State and National level have not been fully explained;

8. The Board has not clearly specified the selection nor representation diversity;

9. There is no assurance that the NBIE function would not hinder local efforts;

10. The Board specified no accountability for: Tribes and Indian Educators; Department of Education; Department of Interior; White House; Congress and other entities.

MI Some Indian educators and educators of Indian students cite the lack of a comprehensive education plan including all Federal programs dealing with Indian education; that there is no coordination or communication among these programs; that there is a lack of influence and input by Indian people on how they are administered, since often time Federal agencies have exclusive control of them.

MI Overall, Michigan does not feel that education for Indian students (all ages) can be improved with the development of a National Board. We recognize that change has to come from the local level building and in individual classrooms. Classroom teachers, administrators, parents, and local communities must collaboratively develop learning environments which meet the needs of all American Indians.

MI No. We, in Michigan, do not believe that a National Board will facilitate local control, decision making or policy making.

MI No. We, in Michigan, do not feel a National Board will address local concerns and issues. We strongly believe that local concerns and issues addressed in the local areas with support on a state and national basis as required.

MI We, in Michigan, do not support the concept of a policy making Board that would lump all decisions into the power of one Board. We in Michigan are always supportive of Advisors and Advocates that will represent the needs of our students (all ages) on a national, tribal, state and local basis. The key factor being that of appropriate representation.

MI Michigan's comment concerning both NACIE and the national Board--to date, in Michigan, we have not experienced equal representation so our ability to understand how this would work is very unclear.

MI Michigan does not support the selection of Board members.

MI If the establishment of a NBIE is not feasible what are some possible alternatives? For example, strengthening state and tribal relations through tribal compact legislation or other alternatives? Michigan supports any legislation, policy, and funding which will help strengthen the role of a community-based decision making and programming.

MT The mission and role of the National Advisory Council on Indian Education (NACIE) should be examined and possibly re-defined.

MT Whenever the Federal government considers formulating new Indian education policy, consultation with the primary Indian educations entities should occur (NIEA, NACIE, NTCA, etc.).

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| MT | Adequate funding and successful education program (K-12, higher education, research, teacher training, etc.) are needed -- a new national board is not needed nor is it in sync with tribal efforts towards self-determination and local attempts to achieve educational excellence. |
| NC | Delegates do not think a board of education should be established. Instead, the respondents in North Carolina believe that the policy consideration at the federal government should be to strengthen the National Advisory Council on Indian Education (NACIE), including full funding to enable the council to accomplish its current goals and to enhance its function as an advocate for Indian educators. Data collected in North Carolina shows strong support for NACIE; 98 percent of the respondents "strongly agree" or "agree" to continuing NACIE even if a national board were to be created. In addition, it was determined from survey results that 98 percent of respondents believe that the chairman of NACIE should be a member of the national board, if created, and that 97 percent indicated a preference that the executive director serve as an ex-officio member of any such established national board. |
| NC | The National Advisory Council on Indian Education (NACIE) should be fully funded to achieve its goals and new goals should be assigned by Congress, such as serving as a center for information about all Federal programs that address Indians; NACIE be depoliticized to the end of having a member to represent population or geographic areas in this country; and that a focus on parental involvement be an equal concern of enhancing achievement for Indian students. Moreover, NACIE should also serve as a monitor for Indian students' progress toward the National Goals for Education. |
| ND | By unanimous vote, the general assembly of the North Dakota White House Conference opposed the formation of a National Board of Indian Education. It was the consensus that a National Board of Education would further erode the local autonomy and control of Tribal Governments and school boards. Additionally, the creation of another layer of bureaucracy would further fragment educational efforts and cause undo overlapping of existing entities, (e.g. National Indian Education Association, American Indian Higher Education Consortium, National Indian School Boards Association, National Advisory Council on Indian Education, North Dakota Indian Education Association, and State Indian Education Associations) and increase competition for already scarce funds. |
| NM | The participants in the October conference felt that the initial questions had still not been answered. Participants re-emphasized their reluctance to endorse the establishment of yet another bureaucratic agency especially when there was no evident need for such an entity. |
| NM | The National Advisory Council on Indian Education must be composed of a majority of practicing Indian educators or Indians who have been professional Indian educators. The enabling legislation should be amended to refine the requirements for nomination or appointment. |
| NN | The composition of a National Board of Indian Education is critical to Navajo support for such an idea. As the largest of Indian nations, the Navajo Nation is wary of under-representation on decision-making bodies overseeing Indian education programs. Program decisions that favor small tribes are often totally inappropriate to the Navajo Nation. When representation is tied to the number |

of tribes or regions of the United States, rather than to the number of Indian people affected, the Navajo Nation is almost always disenfranchised and placed at a disadvantage. Therefore, the Navajo Nation would only support a National Board of Indian Education if its membership was tied to numbers of Indian people served, not numbers of tribes. In such a case, Navajo membership on such a body should stand at nearly 50, because of the number of Navajo children served through federally funded education programs.

NN The development of a National Board of Indian Education should take second place to the development of tribal departments of education and elected boards of education at the tribal level. The Navajo Nation should not be deflected from its pursuit of a Navajo Department of Education by the processes, meetings, debates, etc., associated with the establishment of such a body. Progress on Navajo specific education goals should not be delayed at the Federal level by debate on this issue.

NN A National Board of Indian Education could be an important resource for improving Indian control of Indian education. It should be seriously explored. It must be remembered, however, that to be useful, it must be appropriately structured. With a faulty structure it could become an impediment to true self-determination and educational reform.

NV The Nevada State Steering Committee did not support the concept of an independent National Board of Indian Education as proposed. It was determined that such a Board would not enhance or contribute to the growth of Indian Education programs.

NY Some alternatives include the State Board of Education: appointing members from the Indian community; addressing specific needs of each tribal group; echo concerns of 1975 Position Paper; supporting Indian identity in education issues; continuing unique relationship with its Indian communities which has been on-going since 1846; assisting and being supportive of Indian educators as they resurrect N.Y. Iroquois Conference of 1970's; requiring networking and support between local, state and national entities to achieve educational goals; and include and implement components requiring teacher staff sensitivity training.

OK The survey conducted by the Data Collection Committee shows that the question of the creation of a National Indian School Board was not answered by many of the respondents. Of those respondents that did answer this question the majority answered that there should be a National Indian School Board. The reasons for the low response rate could be from any number of items. Among the reasons for the low response rate might be: a) that the concept is new to many of the Indian people in the area; b) this item was placed on the last page of the survey and it may have been missed by the respondents; c) the respondents may not have had enough information about the proposed School Board; or any number of other reasons.

OK The survey does show that 67% of the respondents agree that there should be a National Indian School Board. There were many other issues that resulted from this question. The question of the role of the School Board as it relates to the numerous other school jurisdictions, urban schools, rural schools, etc. was raised; this is particularly significant in Oklahoma where there are few BIA schools, few tribal schools, no reservation schools, and the majority of Indian youth attend public schools.

TX But if it is decided by other state delegations that a national board should be created, then the Texas Delegation would like to stress the importance of ensuring that all board members are American Indians We feel there are a number of American Indian educators and others who are intimately familiar with American Indian problems on a national level. And we feel that it would be difficult for anyone who wasn't an American Indian to adequately understand social problems that hinder American Indian students in their efforts to succeed.

TX Officials who first conducted research before suggesting that a national board should be created in the Kennedy Report of 1969 clearly recognized that it is imperative that American Indians be allowed to take control of their own educational destiny if such a panel is to succeed. In introducing a proposed amendment to the Higher Education Act of 1971, Sen. Kennedy noted: "Lip service, token appointments, and advisory roles are not substitutes for Indian control of Indian education. This, and nothing short of it, is what self-determination is about."

TX Whether or not national delegates to the White House Conference on Indian Education decide to create a national board, the Texas Delegation wants to stress that the Lone Star State needs and deserves more representation at the national level. As originally conceived, the goals and objectives for a national board were laudable and would still be desirable. Somehow, these aims must be integrated into the current American Indian educational system. And Texas somehow must have improved access to such programs. Although Texas has the nation's sixth-largest population of American Indians, it is woefully undeserved by federal programs although many of its residents desperately need such assistance. Most of the state's Indian population lives in urban areas, but a significant number reside in medium and smaller sized towns. Less than five percent of the population reside on the state's three reservations.

WA The development of a National Board appears to be the creation of another level of bureaucracy that would create interference and conflict with tribal governments and existing Indian education organizations.

WA We strongly recommend that a summary of information received from the tribes be disseminated to all tribes in the U.S. before the 1992 White House Conference on Indian Education.

WA We also are concerned that all tribes throughout the United States will not have the opportunity to view other tribal input to the White House Conference on Indian Education prior to the January tele-conference.

WA We advocate the development of a Department of Indian Education that is at the same level as the Department of Education, Department of Interior or the Department of Health and Human Services; and that adequate funding be provided to operate the department.

WI Maintain relationship between Indian education and balance of Indian programs. Restructure current system.

WI Board members must represent all Indian people, serve staggered terms,limited to 3 years, and be selected equitably not politically.

WI Selection process to National Indian Board of Education ought to allow for choosing qualified and capable individuals to serve on board.

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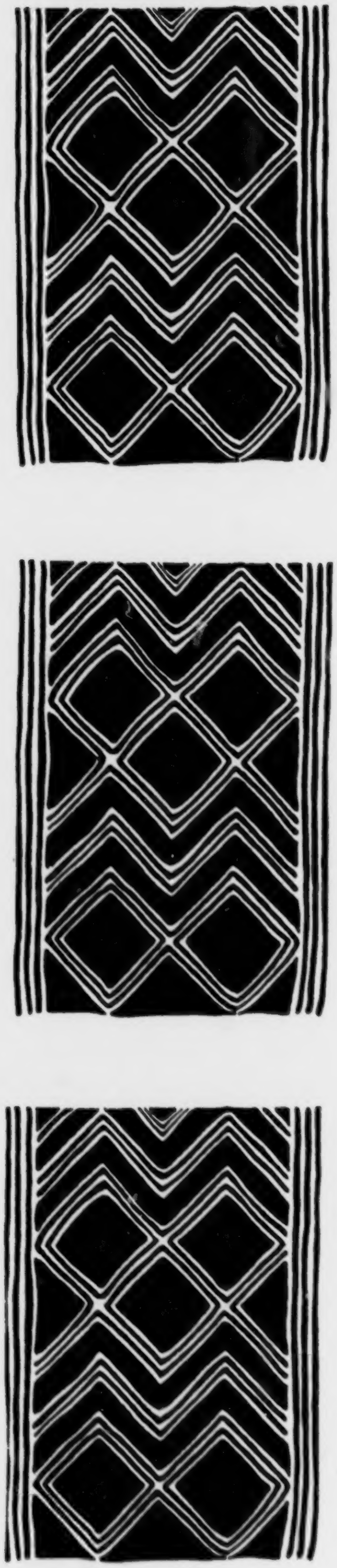
| WI | Changes in Indian Education should address the desire of Tribes to manage their own affairs. Congress must take a realistic approach to lawmaking and incorporate language needed to fund changes. |
| WI | A National Indian Board of Education would be unwieldy, and many urban Indians would not be adequately represented. |
| WI | Program administration is cyclical. After being centralized, problems arise and people call for decentralization; then once it is fragmented, problems arise and people call for strong centralized administration again. |
| WI | Positions must be non-salaried, with expense reimbursement only. |
| WI | Strongly urge those who promote the independent Board of Indian Education idea to carefully study the history of the American Indian nations and citizens so that they do not blindly attempt to absolve that federal government of its historically based obligations and responsibilities to American Indian nations and citizens. |
| WI | The feasibility of having Indians taking care of the federal programs they do get is a very good recommendation. |
| WI | The Federal trust responsibility and equal educational opportunity relationship should not be forgotten. |
| WI | Whether a program is run from a strong central administration or a strong decentralized administration, the key issue is the availability of funds. Programs must be adequately funded. |
| WI | Indians are the people who would know best what is needed in Indian education. Indian tribes should maintain control over their services. |
| MN | The Minnesota Pre-White House Conference on Indian Education voted against the establishment of a National Board of Indian Education. The principle reason was that it was seen as an overly centralized body that would likely threaten local control and erode tribal sovereignty. |



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# PRE-CONFERENCE RECOMMENDATIONS

## CHAPTER TWO

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

# TOPIC 1

# GOVERNANCE OF INDIAN EDUCATION/ INDEPENDENT BOARD OF INDIAN EDUCATION

Categories have been developed to facilitate the development of plans of action and strategies by the Conference Delegates. They are:

1. Student Concerns
2. Family Issues
3. Community/Tribal Issues
4. Educational Institution Issues
5. State Issues
6. Federal Issues
7. Other

The configuration for the state recommendations will also promote uniformity in the eleven concurrent group sessions to ensure that efforts by the Delegates and observers are maximized within time constraints for these sessions. An added benefit that should result from these categories will be the ability to transfer plans of action into either legislative or administrative proposals. When the plans of action are put into legislative or administrative proposals, funding needs and priorities will be easier to identify and secure.

This topic paper contains a separate Part II that is not replicated in the form presented in Part I. Part II under this topic paper concerns the Independent Board of Indian Education.

## Student Issues

1. Roles and Responsibilities

   More positive emphasis must be placed on student self-awareness and the importance of family and tribal relationships if students are to become perpetuators and keepers of their culture.

   Fund a special national effort to nurture American Indian youth development by focusing on leadership, community service, recreation, substance abuse prevention, cultural identity, and employment opportunities for American Indian youth.

   Support groups like youth councils.

2. Scholarships

   To increase the availability of post-secondary education to Navajo People and completion rates in post-secondary programs, financial aid resources need to be evaluated, increased and changed in their requirements. More room must be given to meeting developmental education needs of students with children and families and students who are working. New sources of financial aid need to be developed and old sources reactivated.

3. More IHS support for students studying to be nurses or doctors or human services workers is needed. A program such as the National Teacher corps is needed once again. In addition, educational loans for Native Americans should be established to assist students unable to obtain grants of financial assistance for their education.

## Family Issues

1. Support Services

   Develop a long-term, systematic approach to address the growing poverty of American Indian families, especially single-parent households with children, by revising policies to provide work and education incentives, benefits of health care, child care and transportation.

2. Parent Training

   Parents need training to become active partners in the educational process. A more cooperative interaction needs to take place between the parents and school. Training in parenting for assumption of responsibilities with all its ramifications needs to be provided. School staff must be a party to the training as well as being direct facilitator of the process.

   Native American parents must also be educated about school philosophy and policies.

3. Encourage parents to teach their children the religious/spiritual aspects of Indian culture.

## Community/Tribal Issues

1. Resource Support

   More Native foster homes must be identified and licensed. Training and support programs must be provided to Native foster parents.

   Tribes should be aggressive in pursuing what they see as education needs that are unmet.

   Tribes should ensure that children are bilingual, since language is a key to continued survival of Indian cultures.

   Tribes should share their economic development projects with the schools.

   Tribes should construct a network of curriculum materials, in-service training programs and cooperate with colleges and other agencies.

   Establish and maintain positions for resource persons for each tribe to assist students.

   Establish a qualified liaison between the tribe or Indian community and local school boards to identify deficiencies in curriculum for Native American students at the K-12 level.

   The committee identified the need to develop and continue a thrust of community and tribal support as related to continued funding and involvement.

   As part of its state plan, the Navajo Nation should establish a comprehensive plan for development of professional and paraprofessional staff working with disabled children and adults. Training resources need to be identified both through scholarship assistance and training resources for such an effort.

   All tribes should support post-secondary services being provided in some manner to their citizens.

All tribes should lobby for increased funding for Indian education, work with educators to develop and change laws, and provide available resources toward Indian education initiatives.

Tribes and post-secondary institutions need to set up endowments for education.

2. Establish a vision of what kind of child we want to produce. This vision should be locally articulated and integrated into curriculum, philosophy and scope.

3. Codes

Tribes must formulate educational policies and codes to encompass short and long range educational plans and goals and preferably a 20-year plan. Funding must be allocated to plan and implement this task.

Tribes should develop tribal education codes and enforce existing compulsory attendance laws.

Tribes should mandate that school boards require tribal government courses in their schools in grades K-12.

All tribes should pass resolutions outlining their expectations of a quality education for each Indian child and stating their insistence that such education be provided (using the education department and code to hold schools accountable).

Encourage each tribe to determine how they want local schools to address Native language fluency. This would include meaningful educational codes and enforcement of such codes.

Implement tribal education codes.

The Navajo Nation needs to develop a Navajo State Plan for special education, applicable to ass schools and programs in the Navajo Nation. This is another critical need that could be better met by a Navajo Department of Education comparable to a state department of education. The Navajo State Plan could also involve development of culturally appropriate diagnostic instruments and procedures, something now almost totally lacking in special education programs in the Navajo Nation.

Ensure that tribal education codes mandate the teaching and integration of language.

Tribal Councils should declare a right to language preservation and maintenance and mandate its use in tribal operations.

Establish the focus of adult education on literacy in Tribal and Euro-American knowledge following established tribal standards.

Put tribal regulation in place of federal regulation. This strengthens tribal sovereignty and truly promotes the autonomy which underlies Indian education efforts.

Tribes should establish tribal education departments and implement tribal education codes.

4. Tribal governments need to assert a positive leadership role in the education of their children.

5. Recruitment and Retention

Certain privileges, such as housing, voting and participation in tribal processes for non-tribal members should be considered by tribes in order to make these teachers feel welcome and more comfortable within the local communities.

Create incentive programs such as educational enrichment and staff development opportunities, which may include matching tribal funds or other subsidized benefits, to attract and retain the best teachers and administrators for local schools.

Professional needs of Indian reservations and Indian and Alaska Native communities, including the expertise for economic development and the targeting of Federal scholarship and fellowship funds to better meet the needs as defined by the tribe or the community must be given full support and funding.

To ensure community based growth and development, tribal economic and self-determination goals need to be linked with the goals of local school programs and tribally controlled colleges (where appropriate).

6. Many problems of Indian education are a result of significant problems in society including racism and poverty. Therefore, until these problems are solved, education will continue to reflect greater social problems. Strong and safe families are fundamental to healthy Native children who are ready and eager to learn. Self-respect and equal opportunity for Native people are linked to educatingall American children about Native culture, lifeways, and contributions. Ultimately, to consider the educational problems of Native students in isolation of pervasive social problems is self-defeating.

7. Critical need areas must be determined by the tribe or Indian community through annual surveys and forwarded to OIE.

8. Infrastructure

The BIA and the Department of Transportation needs to more realistically address school bus transportation needs in rural areas. Directives to GSA, to states setting transportation allowances for evaluated school districts are needed.

9. Coordination

A Navajo Department of Education will be better able to allocate programmatic resources among other Navajo education priorities as well. These include programs of agricultural/horticultural studies, programs of parent effectiveness education and the many areas of academic discipline identified by conference participants as needed by Navajo students. A Navajo Department of Education could spearhead programs aimed at improving school attendance. Such a department could better coordinate support resources from non-education sources to be utilized with education funds to improve education services.

More communication and coordination among Native American communities and reservations within the state of Texas must be approved. But that is being rapidly remedied by several local organizations and by a research and education coalition based in the state's capital city.

10. Community needs should be the initial criteria used to determine policy in the education of Indian youth. Tribal culture should be construed as only a part of the community needs aspect.

11. Identify traditional leadership qualities and styles through community based research.

12. Identify contemporary leadership styles that promote tribal self-determination.

13. Local control must be the foundation over which education of our people is built.

14. Tribes, states and educational institutions need to develop philosophies of education which recognize the importance of diversity and pluralism in our schools and our lives.

15. Plans

All tribes and urban communities should conduct forums to develop local education plans. Tribes in South Dakota will join together to develop a South Dakota blueprint for Indian Education.

16. Tribal education philosophies and goals should be developed with input from all parts of the community ad from all service providers.

17. All tribes need to support the establishment of local and/or regional accrediting bodies for tribal education systems.

18. All tribes actively support teacher training, curriculum development and local control.

19. Indian tribes should have jurisdiction over the education of their children.

20. Program Compliance

Better control and utilization of federal funds through local control according to individual student's needs.

## Educational Institution Issues

1. Personnel

Effective methods to educate at an early childhood level include the use of bilingual personnel, continued staff training, use of hands-on activities, ample opportunities for oral language development and the introduction of native language in pre-school.

University-level on-site courses should be provided, as well as continuous opportunities for staff to upgrade their skills, knowledge and abilities to meet the needs of Indian children.

It is impossible to separate Federal Indian policies from the problems associated with the implementation of those policies. States of worthy goals or impress policies, when standing alone, are inadequate; provisions must be made for appropriate implementation and should include: an increased number of well prepared Native personnel at all levels and in all roles.

Increase personnel from the grassroots level. Familiarity with the various Indian Nations is needed in the education of Indian students.

2. Outreach

It is not enough to offer programs to parents. Schools cannot only provide what the schools want the parents to know. Schools must also provide information the community wants to learn.

A basic goal of each school must be to serve the community as a whole and to ensure the maximum possible use of facilities for the benefit of the community.

Schools should make effective use of all available media to communicate the positive attainments of their students.

A special effort should be initiated to demonstrate to tribal leaders of the role of effective early childhood programs in any meaningful economic development activities. The work involved in expanding such centers and the additional jobs that would be provided are an economic activity in and of themselves.

Create a "Home-School liaison" position to act as a bridge between the Native American parents and the local school. Provide child care and transportation to enable Native American parents to participate in school functions and activities.

Provide funds to continue the dissemination and interpretation of findings and recommendations. Also, provide funds to establish other goals and monitor the implementation of recommendations.

Encourage college representatives to provide workshops for tribes and Indian communities on college admission procedures and financial aid.

Parents and community elders need to be integrated into the life of the school and the school integrated into the life of the community. Adult literacy programs should be school centered. Such programs should be supported by community services resources.

Educators must tap into Native American organizations for resources and advice.

3. Committee

Parents can be assisted in carrying out local control programs by schools or tribes providing funding for legal issues.

Board members and district personnel need to be associated with Native American parent committees and programs.

Parent committees should be required in all BIA contract schools as well as public schools with Indian children. This should be a mandate from Congress and should apply to JOM as well.

4. Cultural

Tribes need to further develop language study materials to make Native literature more widely available. Native languages and cultures need to be integrated into all parts of the curriculum.

The responsibility for incorporating the histories, literatures and traditions of Indian nations rests with both local schools and Native communities. If genuine dialogue and partnership are attained, both should work collaboratively toward this end so that all children benefit from our multicultural heritage.

All projects/programs need to be required to do outreach to Native Americans with that program's service area.

With 85% of Native American students in public schools, emphasis needs to be directed toward services for these students as well as attention to the district roles and shared responsibilities for providing culturally sensitive education for Native American students. Local school districts receive Title V and Impact Aid allocations per Native American enrollments.

At the core of much Navajo dissatisfaction with the current governance structure of schools educating Navajo children is the Navajo Nation not being able to integrate instructions in Navajo language, history, government and cultural traditions into the basic curriculum of publicly funded schools in the Navajo Nation. Despite the adoption of Navajo education policies calling for the inclusion of such Navajo specific course areas, few schools have even attempted such offerings.

The Navajo Nation considers education the key to cultural continuity or the path to cultural dissolution. Studies in Navajo language, social studies and cultural studies MUST be included as part of the basic educational program of all Navajo children if the

Navajo People are to persist as a distinct people. This is a survival issue for the Navajo Nation. It belongs at the heart of educational programs for Navajo children -- not relegated to an optional, supplemental, hit or miss "Indian culture" category in a school setting unreceptive to Navajo course content.

Education certification requirements should be adjusted and funds be made available for tribal elders/individuals to be brought into the classroom as recognized instructors receiving remuneration to teach language, tribal culture and teacher training.

Language and cultural education needs on-going support. These programs help students develop a strong sense of identity and to allow the community more input into their children's education.

5. Testing

Tribal education departments should cooperate in the development of appropriate criterion-referenced tests for their students and the development of relevant norms for standardized achievement tests.

6. Curriculum

Education in tribal government processes could be provided by tribes through classes or mock election programs for children or explanations given by tribal council members on their roles.

Treaties and tribal government curricula should be integrated at all levels of education.

Tribal colleges should continue and expand existing curriculum development particularly focusing on tribal histories, stories and cultural values, expansion of teacher training and other academic programs to meet tribal developmental needs. In addition curriculum improvements can include: creation of demonstration and model projects in agriculture and other forms of economic development; showcasing successes in Indian education; development of demonstration classrooms and schools and otherwise provide for the improvement of the quality of individual and tribal life.

7. Provide for local control by Native people of the educational programs for their children.

8. Transportation

Funding for BIA schools and public schools needs to more realistically address school bus transportation needs in rural areas. Directives to GSA, to states setting transportation allowances for evaluated school districts are needed.

9. Infrastructure

School facilities likewise need to be comprehensively renovated, rebuilt and added to. Neither in public nor in BIA schools do Navajo students enjoy facilities which are structurally sound or academically appropriate.

The physical state of school facilities in Indian country belies the words of support for Indian education emanating from the Federal government. A comprehensive Federal initiative to improve school facilities would be a good way to initiate the new Federal/tribal alliance for school improvement.

With continuation of funding, local school districts are allowed to provide equal services to their students. This is so important, especially to rural isolated reservation communities. In these areas, schools have no municipal utilities, housing or services to draw on. Therefore, the school has to provide or help provide these items.

10. Tribes, states and educational institutions need to develop philosophies of education which recognize the importance of diversity and pluralism in our schools and our lives.

11. Teacher Training

    Improved teacher training both in current education programs and for current school teachers. Individuals who come from out of state to work in South Dakota need to receive tribally mandated training pertaining to content and methodologies for working with Indian learners.

12. Tribal education philosophies and goals developed by all parts of the community and from all service providers should then guide schools, colleges and education programs in the design and implementation of education initiatives.

13. Goals and strategies should be active and outcome oriented.

14. Academic program strategies must be developed, implemented and monitored to retain Indian students not only in school but to enhance their academic performance.

15. American Indian Head Start programs might be a mechanism through which IHS's can attract Federal funding for day care. Head Start programs are culturally relevant, affordable and accessible. In addition these programs could provide a culturally sensitive laboratory experience for early childhood majors.

## State Issues

1. Certification

   State universities should provide an early childhood certification in rural areas for the convenience of personnel.

   All state teacher certification language programs must be amended to meet the needs of P.L. 101-477 which allows American Indians fluent in their language to teach in public schools for a public school language program.

2. Funding

   Funding should be assured by tribes for expanding existing programs that are helping.

   Provide adequate funding to enable effective training and implementation of all policies.

   Increase funding for all levels of educational services.

   Provide funding by the State of non-tribal members who are state citizens who attend tribal colleges.

   College/University personnel need to collaborate with tribes and funding agencies to set realistic criteria for funding eligibility.

   Adequate funding in this area will allow local control on school boards. Local control will support local input and result in students seeing their own community people governing their education and setting educational policies for them.

   Continue additional monies for programs beneficial to Indian education programs provided there is justification of need and clear accountability of fund use.

3. In the past, Federal monies, which were not meant to supplant state funds, paid for these higher costs. Impact Aid monies should be utilized by the affected school district pursuant to the intent of the legislation and in accordance with the Indian Education Needs Plan developed by locally affected tribes.

4. Tribal sovereignty and individual rights should be protected and honored.

5. Program Compliance and Evaluation

We need administrative procedures and personnel that are responsible to local control, timely in making decisions and delivering services, and cost efficient, thus supporting, rather than hindering, the actual attainment of the goals that the policies were designed to achieve.

Present governance and accountability structures need to be changed so that Native parents are well represented on policy-making boards and committees.

6. Coordination

Partnerships must be created among the agencies that serve Native families and their children. Effective partnerships would ensure that available funding is used wisely and not fragmented and/or unnecessarily duplicative.

Collaboration between state and private universities, colleges, and tribal colleges should be formalized to allow tribal colleges access to resources that meet reservation and urban Indian needs and to allow state and private institutions to better serve the citizenry and their native students.

Because the vast majority of Indian children are education by public schools, it is imperative that tribes and educators present workable recommendations for state governments and school systems. These recommendations assume a commitment by the State to the well being of each Indian person and acknowledge a commitment by Indian educators to work with the States to facilitate these recommendations.

Promote cooperation and collaboration between state agencies, schools and colleges to strengthen teacher certification, Indian studies requirements and to facilitate curriculum development for all grades.

7. States should be mandated by the Federal government to include Indians and Native Americans on the IPED form as they do with other student populations in vocational education.

8. Each State Department of Education/Board of Education must have a clear policy statement addressing the diversity of the American Indian populations within their states and must provide the necessary funds to support.

9. The State Board of Education must initiate funding programs to assist tribal governments and urban American Indian organizations the opportunity to design new early childhood programs or expand existing programs. Available dollars must be available for program start-up and construction as well as staff development/training dollars.

10. State legislation needs to be developed which holds school districts responsible for the retention of American Indian students through to graduation of high school.

11. All state-directed programs which use federal monies and incorporate American Indian student population figures as a factor for determining their level of funding must show evidence that American Indian students are being serviced by those programs and are experiencing the desired outcomes.

12. Extend the Michigan Tuition Waiver legislation to include tribally-controlled community colleges as eligible sites for the use of the Indian Tuition Waiver Program.

13. Funds generated at the state level for publicly funded schools in the Navajo Nation should, by appropriate intergovernmental agreement, be administered through the Navajo Department of Education. This would include funds for technical assistance and support services as well as funds for direct classroom programs. The intent of this proposal is to assure a direct programmatic link between the Navajo Nation and schools within the Navajo Nation so that Navajo education priorities can be implemented in Navajo schools.

14. Have states mandated to follow through with policies and mechanisms already in place.

15. Identification of all Indian and Alaska Native generated federal and state funds, and coordination of efforts and dollars to maximize benefits to students and minimize administrative costs whether or not an Independent Board of Indian Education is established to assume responsibility for all existing Federal programs relating to the education of Indians and Alaska Natives.

16. Tribes, states and educational institutions need to develop philosophies of education which recognize the importance of diversity and pluralism in our schools and our lives.

17. South Dakota's Board of Regents and Board of Education should collaborate in the development of an Indian education philosophy and policies in cooperation with tribal schools and colleges for the purpose of providing guidance to educators and school boards.

18. The State of South Dakota should provide funding for non-tribal members who are state citizens who attend tribal colleges.

19. Hire an Indian person to serve as coordinator for education services for Indian inmates in the South Dakota state prison system.

20. Develop communication among prison administrator and Indian educators.

21. Design a bilingual program and hire a bilingual teacher for the Sioux Falls and Springfield prison facilities.

22. Honor success by promoting tribal accrediting bodies and supporting their funding.

23. Establish cooperative agreements between the State and tribal government acknowledging tribal authority over the education of its citizens by public schools.

24. There are no existing Texas state laws or regulations addressing Indian education. In the event that the Federal government doesn't implement the mandate in Title V, it should be a Texas Education Agency regulation that they: (A) identify Indian children in all areas of the school systems; (B) educate the parents to the availability of Title V programs; (C) mandate that school boards implement Title V if requested by the parents. Requests for Title V should follow the guidelines set out in the Federal Regulations.

25. An American Indian Education Agency of Texas should be created and maintained to implement and enforce programs designed to facilitate Indian education.

26. Develop a state policy on Indian education which is enforceable. Requires LEA compliance; a policy which is tied to state education programming.

27. Establish a working task force composed of American Indian representatives from throughout the state of Utah to formulate a "Utah Indian Education Policy." This can be done in concert with the Office of the State Superintendent of Public Instruction in its development, and for ratification by the Utah State Board of Education. Such policy can be effected as a part of the Utah Administrative Code and/or the Utah Code. Such policy would also include state legislative appropriation for education program services specific to Indian students.

28. Establishment of a working task force composed of tribal and public agencies in the formulation of cooperative and with the effect of civil law to both off/on reservation cases. Such policy should be established to promote attendance of Indian children in the school system.

29. Recruitment and Retention

    The Utah State Office of Education, local school districts, Indian tribes, and Indian educators must develop and implement a plan of program services which target retention and academic performance of Indian students. Such program services must be an integral component of the Indian students' academic curriculum which includes the home and support staff. Such a program process to directly train and assign LEA school staff (i.e., counselors, teachers, office clerks, parents, etc.) to track/maintain academic competency of individual Indian students. This process can directly involve participation of the PTA and parent volunteerism.

30. State funding and administration of education equate programs which promote protection of civil rights in education under national origin, race, gender and special programs.

31. The State Legislature and the Utah State Office of Education need to establish legislation with funding to administer education equity programs.

32. Support tribal education efforts in the development of tribal education departments with genuine authority over testing, facilities and finances.

## Federal Issues

1. It is recommended that the application, reporting and accounting required for Federal programs be simplified and streamlined. Reporting requirements are complex, take too much staff time to complete, whether the program entails small or large dollar amounts.

2. Funding

   Funding should be assured by tribes for expanding existing programs that are helping.

   Funding is always a major issue and a focus of much attention. In fact, a disproportionate amount of time is spent in the struggle to seek or maintain adequate levels of funding. Approximately $349,000 is allocated to all Colorado Title V programs. Only one school district supports additional funds in order to provide a full-time coordinator of a Title V program. It is important to revise and expand the Johnson-O'Malley and Title V Acts so increased funding and educational opportunities are made available to all Colorado Native students, urban and rural. Adequate funding must be provided to enable effective training and implementation of all policies.

   Review, improve and streamline the appropriations process to ensure that needs expressed at the local levels are carried intact to the national appropriations process.

ISEP funding should at least meet or surpass current funding levels, as an equitable base per child.

Increase funding for all levels of educational services.

Funds need to be appropriated to back Public Law 100-297, PL 93-638, and PL 81-561 and implemented to the full degree of the law.

P.L. 100-297, Education Amendment Act: Said Act calls for the establishment of Tribal Education Departments, the necessary accompanying appropriations to fully fund this endeavor must be made.

Once need has been accurately assessed, a prioritized, multi-year plan to pave and improve roads needs to be established and incorporated into each year's federal budget.

Tribal Education Department funding, as authorized by P.L. 100-297, should be requested by the BIA and appropriated by Congress to establish education departments and to support development of education codes for all tribes.

Increase funding by the BIA and State for adult education programs with program priorities focused on the areas identified by local programs.

Fund tribal education departments and the development of tribal education codes.

Promote entitlement rather than competitive funding pending resolution of the consolidation issue.

Allocate adequate funding to the Minority Languages Act and allow priorities to be set by tribes as to their language needs.

Fully fund Indian Education laws to ensure that adequate dollars are available to serve new and existing initiatives.

Indian education programs must receive funding appropriation which is equitable across the board.

College/University personnel need to collaborate with tribes and funding agencies to set realistic criteria for funding eligibility.

Tribes are in the best position to determine their own
allocations; change the current system of IPS allocations.

Federal allocation of additional funds to school systems to adequately alleviate the strain on regular school programs.

There must be equitable funding for administrative costs for Tribal elementary and secondary education programs, in accordance with P.L. 100-297, Section 5108.

With increase school costs, it is essential that future funding for Indian education be maintained at an adequate level.

Adequate funding in this area will allow local control on school boards. Local control will support local input and result in students seeing their own community people governing their education and setting educational policies for them.

Urge Congress to avoid decreases in Federal funding for BIA, Department of Education and Department of Health and Human Services Indian Education programs.

Continue additional monies for programs beneficial to Indian education programs provided there is justification of need and clear accountability of fund use.

3. Legislation

Legislation should be changed to allow tribes to establish their own education departments and to control access to facilities for the community with funds in the formula for facilities, maintenance and janitorial costs for twelve months.

Legislation excluding P.L. 81-874 counted as a local resource.

Re-write Johnson-O'Malley program handbook. Wyoming should be considered, according to the previous weighted system, to be included with Alaska because of conditions within Wyoming -- low tax base on the Wind River Reservation and the gerrymandering that has gone on within the state.
A higher weighted formula for JOM needs to be restored.

Acknowledging that it is always difficult for two different bureaucracies to establish formal cooperation without undue complications and paperwork, it is recommended that serious consideration be given to: 1) placing the national Head Start program under the U.S. Department of Education; and 2) providing funding for such programs as a component of normal school finance formulas.

Federal legislation needs to be enacted to mandate local school district matching funds for Indian Education programs. A base level of funding needs to be enacted for Title V programs to ensure that adequate staff time is allowed to provide for comprehensive services to Indian students.

There needs to be State Education Agency inclusion under the Indian Education Act for education services to Indian services.

Early Childhood Education is underfunded and not recognized in some Federal programs. Title V does not include Pre-school programs. The keys to educational success are good building blocks. These include: good prenatal care, a good homelife, and high self-esteem. Legislation and program support needs to address these issues. We need legislation that will promote the traditional tribal concepts of home and family, and the concept of the extended family that supports the child.

Title V Legislative Recommended Amendments: 1. Section on funds available to public schools. Clarify whether OIE must provide a 60-day response time for grant approval. the law must also allow an extension for the OIE in meeting this standard. Disallow funding level for Title V Indian student participants should be at least 25% of the per pupil expenditure of the state where the student resides. Reduce paper work in all requirements.

If a school district falls within tribal jurisdiction, they must forward their application for review and comment to the appropriate Tribal Education Department Board.

If a local school district chooses not to apply for Title V funds and falls within the jurisdiction of a tribal government, the tribal government may apply directly to the Department of Education for the purposes of establishing appropriate Indian Education Programs in that school district.

Legislation requiring LEA's and states to submit plans of implementation and operation to meet this goal.

Congress should direct all Federal programs for Indian Education be administered by the U.S. Department of Education and that the total funds available for Indian programs be not less than FY 91 funding level (or the highest of one of the last five years, whichever is greatest).

Where laws governing the funding source discourage or do not support coordinating resources from more than one source, they must be changed, or more favorably interpreted through new regulations to allow community learning in the schools.

NCC needs to obtain funding and initiate an amendment to its enabling act to allow it to provide a four year degree, with emphasis on bachelors degrees in education. NCC also needs to serve as a training institute for school personnel in a variety of skills areas, including training in Navajo history, culture and learning styles.

Federal laws regarding special education, BIA school operations, self-determination contracting and Impact Aid funding need to be evaluated and changed where necessary to permit such a Navajo State Plan to be developed and applied to all Navajo schools.

To accomplish the establishment of a Navajo Department of Education with authority over education programs in the Navajo Nation, it is essential that Federal education laws be amended or reinterpreted to allow Federal funds that now flow through state departments of education to go to the Navajo Department of Education for allocation to local schools. Likewise, funds administered by the appropriate administrative level within the Navajo Nation system.

Congress should enact legislation to support the authority of Tribes to govern and influence the education of tribal citizens who reside off the reservation and or who are educated by public schools.

Stress cultural identity and values as the foundation of Indian education laws.

Develop methods to overcome obstacles to parental involvement in the implementation of Impact Aid laws, Title V and other programs. Mandate tribal sign-off of Impact Aid monies to ensure tribal input in public school systems.

The Indian Education Act legislation needs to be amended to include direct participation of the SEA's; such amendment should provide a minimum level of funding for technical assistance, program development, training and data collection.

4. Develop, in partnership with schools, a series of model Native American schools based upon research.

5. Support tribal education efforts in the development of tribal education departments with genuine authority over testing, facilities and finances.

6. The Federal government must recognize and accept its responsibilities to American Indian students because the presence of Federal trust land reduces property taxes for facilities development to almost nothing.

7. Study

The conferees did not have the time or opportunity for a detailed review of Federal laws, regulations and policies that directly or indirectly affect Indian education. There was a general consensus that a careful and detailed review was essential, especially since a number of the laws are due for re-authorization consideration in the next two years.

President Bush, by executive order could direct agencies of the Federal government to examine all of their programs affecting education and programs supportive of education, child development and youth development to assure that they are administered in ways that are supportive of the government-to-government relationship between the United States and Indian Nations, supportive of the sovereignty of Indian Nations, supportive of the sovereignty of Indian Nations and supportive of the cultural survival of Indian peoples.

Conduct an assessment of needs of Indian inmates for design of education services.

Establish a task force to review the possibility of the consolidation of all Indian education monies to be distributed on an equitable basis to tribes for local distribution by an oversight committee.

8. One consideration that was deemed feasible, based upon proposals by the administration and one of the BIA initiatives, would be permitting a tribal or local school option to consolidate programs. A GAO study a number of years ago praised those schools that had made a local effort to effectively coordinate federal supplemental programs as much as possible.

9. The trust responsibilities of the Federal government and the treaty rights of Native people regarding the education of Native children cannot be ignored or violated.

10. Tribal sovereignty and individual rights should be protected and honored.

11. Federal administrative procedures and personnel must be responsive to local control, timely in making decisions and delivering services, and cost efficient, thus supporting, rather than hindering, The actual attainment of the goals that the policies were designed to achieve.

12. Coordination

Partnerships must be created among the agencies that serve Native families and their children. Effective partnerships would ensure that available funding is used wisely and not fragmented and/or unnecessarily duplicative.

Continue drawing on resources of a wide variety, i.e., Chapter I, Title V, Title VII, Johnson-O'Malley, Impact Aid and drug and alcohol programs for individual growth.

Coordination of services among agencies such as BIA, Departments of Education, Labor, Health and Human Services and other agencies via interagency task forces and cooperative agreements.

The State Education Agencies, Indian tribes and the U.S. Office of Indian Education must work in concert to establish a funding formula which provides equal disbursement of funds for Indian Education programs.

Consultation and direct participation between appropriate agencies should take place in the development of: 1) equitable formulas; 2) disbursement; 3) contracts; 4) regulations and guidelines; and 5) write alternatives for minimum base funding of $25,000 to benefit smaller tribes.

13. Program Compliance

Present governance and accountability structures need to be changed so that Native parents are well represented on policy-making boards and committees.

Federal programs could be evaluated in light of the recent proclamation of President Bush on the relationship between the United States and Indian Nations, the American Indian Religious Freedom Act and the Native American Languages Act. Appropriate regulations under every education program and every related support programs could then be developed with Indian Nations,to assure that the programs were administered in ways supportive of the linguistic, cultural and religious continuity goals of Indian people.

The evaluation of the Title V project was raised as an issue. A few parents are making the decisions for the whole district. If the community has problems with the Title V program it is difficult to register complaints. Title V has not provided an adequate survey of the success of the local programs.

14. Include a service payback provision for the recipients to work for an Indian tribe or community upon completion of their academic program, by using existing programs as models (i.e., medical and dental school programs).

15. Fields of study recognized by program should be changed to include all majors at both the baccalaureate and post-baccalaureate levels.

16. OIE fellowships should be awarded and funding commitments should be made prior to the beginning of the school term. This would enable students to begin school immediately.

17. Mandate real "consultation" with tribal representatives in the ISEP process.

18. Change the definition of eligibility to include those individuals who are members of or are eligible for membership in their tribe.

19. Restore indirect cost rate in BIA school operations programming, or adjust the administrative cost grant formula to meet the needs of small schools. If indirect costs rates are utilized, they should be negotiated on a tribe-by-tribe basis.

20. Contract schools should be eligible for JOM funding.

21. JOM funding remain on a formula funding basis, i.e., a head count basis per school.

22. The Federal government must charge states with developing special funding formulae to enable adult Indians and Native Americans to obtain the necessary academic, vocational and technical skills needed to become literate and gain meaningful employment.

23. Preservation of significant documents needs to be a priority of the Federal Government.

24. The BIA, ANA and U.S. Department of Education must initiate funding programs to assist tribal governments.

25. National legislation needs to be developed which holds school districts responsible for the retention of American Indian students through to graduation from high school.

26. If the Federal Government and the State of Michigan are to enhance the educational outcomes of Michigan Indian students, they must do it through policy development and the fiscal resources of the BIA, Office of Education and Michigan Board of Education work with post-secondary institutions to assure that the following concepts and ideas are fully incorporated into all aspects of the higher education program: Federal Indian Education Law, Regulations and Policies. If you were able to amend Title V, Title VII, Chapter 1, Impact Aid, JOM, etc., what changes to these laws would be made? For example: a) Consolidation of all laws under Indian Education under one title; b) Maintain separate programs, but permit waivers to regulations; c) Block grants: Coordination of funding sources; or d) others.

27. All rules and regulations defined by Title V must be recognized as prevailing language when incorporated into collective bargaining agreements.

28. Discretionary

Subpart Two and Three need more funds to be added to this section but no subtraction from other sections of the Act.

29. The participant identification and monitoring systems used in Migrant Education must be redesigned to better identify American Indians.

30. Any major changes currently being considered or future proposals, effecting/affecting the supplemental Johnson-O'Malley Education Program must be disseminated for appropriate and meaningful Tribal consultation utilizing the established and existing BIA procedures and appropriate notification and time frame for response will appear in the Federal Register. Funding level for JOM student participants should be at least (25%) of the per pupil expenditure of the state where the student resides.

31. Impact Aid requirements must include a sign off requirement for the appropriate local Tribal Government.

32. Impact Aid should not be considered in the State of Michigan school aid formula for qualified Impact Aid recipient school districts.

33. Permit tribes to develop their own policies concerning application, distribution of funds, and program monitoring and evaluation.

34. Use Michigan Indian Tuition Waiver Program legislation as a national model.

35. As in so many areas, the Navajo Nation must have the authority to set standards and requirements for the services identified by the conferees as supportive of continuation in school. Regardless of the funding source, the Navajo Nation must be able to mandate services and programs Navajo people recognize as needed by their children to help them successfully complete school.

36. Congress or the President should call for a comprehensive inventory of existing school facilities in Indian nations in both the BIA and state public school systems and a realistic assessment of school construction and school renovation needs.

37. The Navajo Pre-Conference adopted the recommendation that the White House Conference be followed up at 5-year and 10-year intervals with additional White House level conferences on Indian education to measure the effect of initiatives begun at this White House Conference. Such a mechanism could be used to identify particular areas of statutory development that will be required to take the United States and Indian Nations further down the road toward true self-determination in light of the changes made possible by this proposed executive order.

38. The Navajo Nation Pre-White House Conference on Indian Education has made many specific recommendations for actions by the White House Conference. In particular, Navajo delegates will seek supportive federal action to assist the Navajo Nation in assuming more direct control over the education of its people. They will seek federal support for developing a corps of Navajo teachers for developing and enforcing education standards consistent with the Navajo education policies, including standards supportive of Navajo language development and Navajo citizenship development.

39. If such an executive order should be issued by the President, it will involve a considerable process of program review after the White House Conference are not lost in the period following the conference. Navajo Pre-Conference delegates support the call for an interim White House conference on Indian Education in 5 years and a full White House Conference on Indian Education in 10 years. Such a follow-up on the White House Conference could identify progress made up to that point and roadblocks to further progress that might require new legislation.

40. It was unanimously agreed that a refocusing must occur on a national basis to stimulate positive change on the local level. Therefore it has been suggested that our final recommendations respond to the ten national goals established for Indian Education developed by the Indian Nations At Risk Task Force.

41. Identification of all Indian and Alaska Native generated Federal and state funds, and coordination of efforts and dollars to maximize benefits to students and minimize administrative costs whether or not an Independent Board of Indian Education is established to assume responsibility for all existing Federal programs relating to the education of Indians and Alaska Natives.

42. Consolidate all Indian Education laws under one title.

43. Develop a consistent definition of "Indian" for eligibility purposes.

44. Indian input is critical to any attempt to consolidate all Indian Education laws under one title.

45. Tribes should have authority over Indian Education on reservations since education is a matter of government jurisdiction. The "urban" Indian community will have to rely on cooperative agreements with LEA's and SEA's. Intergovernmental agreements between Tribes and States might serve to create better responses to the need for increased awareness of states' responsibility to Indian education.

46. Special demonstration projects and practicums be implemented utilizing existing land resources.

47. Host leadership development institutes that offer opportunities for strategizing about tribal concerns, foster high order thinking skills and which model conflict resolution and problem solving utilizing contemporary cases and role playing.

48. Develop adult education programs which enhance skills of grassroots leaders and familiarize them with obstacles to change and with global perspectives about tribal concerns.

49. Federal programs funding Indian education need to require tribal review of program applications.

50. Existing Indian education programs such as Title V and JOM be allowed more input into program and curricular development by school districts.

51. Increased and more timely funding for school facilities. In addition, guidelines for school size, etc., which are promoted by the BIA must be reviewed and made more reasonable and realistic.

52. All Indian education laws must be viewed as a contribution by the Federal government as a fulfillment of its trust responsibility to Indian people for their education. Also, laws must be viewed in the context of their basic intent which is to build upon existing systems which have already been identified as failing to meet the needs of Indian learners.

53. Strengthen local control by pushing decision making into the local agencies and schools rather than retaining control at area offices or the central office, or in the case of the Department of Education at the national level.

54. JOM recommendations prepared by several JOM programs include: A) Revise the JOM handbook to promote nation-wide consistency; B) Oppose merging JOM and Title V since they are currently mutually exclusive programs and are both inadequately funded to meet needs. Oppose moving JOM to the Department of Education for the same reasons; C) Keep the newly formed JOM Advisory Board/Task Force on-going or permanent; D) Oppose putting JOM under the BIA's Indian Priority System because JOM may then lose its distinct identity and would complete for funding with other tribal needs; E) Increase JOM funding and forward fund the program. Currently JOM is not an education priority of the Office of Indian Education Programs (OIEP); and F) JOM should be made a priority of the OIEP.

55. The BIA and other agencies should serve as advocates of Indian education and tribal control.

56. There should be an underlying consistent definition of Indian for eligibility purposes. An "Indian" is a member of any Federally recognized North American Indian tribe, band, nation, including any Alaska Native Claims recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. The criteria of membership in such federally recognized North American Indian tribes remains a matter of specific tribal sovereignty. A group of such American Indians, even if made up of members from different tribes, should be eligible to obtain educational funds and programs access.

57. Consultation and direct participation of Indian tribes, urban and reservation leaders in deciding on a consistent definition of Indian students with allowance for tribal determination for eligibility.

58. Retain current CFR 273.12 (JOM) as it is, the tribal right to determine membership criteria. Federal levels have gone up. This should continue, allowing for more services to be rendered to families and students. This allows more services for students and families.

59. The need to continue P.L. 81-874 is an obligation the Federal government cannot overlook.

61. Urge the U.S. Departments of Education, Interior and Health and Human Services to decrease the amount of paperwork required by Indian education programs so that they may effectively carry out the goals of their programs in support of Indian education.

## Other

1. Urban

The state equalization formula should be amended to allow Indian students to receive the full benefit of state education funding whether in an urban or on-reservation setting.

The needs of off-reservation (urban and rural) and on-reservation Native youth must be met equitably and without fostering divisiveness within or between Native communities and tribes.

Give urban American Indian organizations an opportunity to design new early childhood programs or expand existing programs. Available dollars must be available for program start-up and construction as well as staff development/training dollars.

Tribal governments (councils and education departments) extend their authority over tribal citizens who reside off-reservation by demanding quality education and negotiating cooperative agreements with states and urban school systems to facilitate tribal needs being met for urban populations.

Indian education programs need to do more networking with other urban based programs to broaden their impact and power base.

Interventions which are culturally appropriate and community based must be integrated in urban schools in the same manner as they are in reservation schools. What works for the average white South Dakota child will probably not work for a native child.

Collaboration between state and private universities, colleges, and tribal colleges should be formalized to allow tribal colleges access to resources that meet reservation and urban Indian needs and to allow state and private institutions to better serve the South Dakota citizenry and their native students.

Tribes need to negotiate in good faith with urban school systems to implement special initiatives around the education of urban youth and adults.

We need a uniform system between Reservation, BIA schools and public schools to transfer records accurately, quickly and efficiently.

Title V programs are often the only programs dedicated to meeting Indian students' needs in the urban public schools. Title V was intended to provide "financial assistance" to local educational agencies. It was not to be the only response to the needs of Indian children in the district.

There should be close interaction between the public schools and local urban Indian communities.

Establish American Indian Specialty Schools in the urban school systems.

2. American Indian satellite communities including rural non-reservation communities need to be included in any education programming, implementation, dissemination and evaluation.

3. Data

The Navajo Nation lacks credible data on special education. Such data should be compiled through the cooperation of IHS, the BIA and the public schools. This will provide a baseline for evaluating the extent of need for special education services.

Design information on current family value systems and delegate to school personnel.

4. Greater utilization of public relations to promote a positive image of Native Americans and to educate the larger non-Indian population as to the diversity, direction, and activities of the Native American communities.

5. American Indians should be able to decide what is best for our people. Self-determination is important for Indian people. It needs to be supported by all people.

6. Study

   Affirmative Action as it pertains to American Indians must be re-evaluated.

7. Research

   Federal financial assistance needs to be available to support the development of Indian education research, planning and dissemination centers.

   The Regional Technical Assistance Centers should be ineligible for Indian Education funds allocated to tribes, boards, groups and Indian organizations; that, if other funds are not available to these centers, they be merged with other appropriate Educational Technical Assistance Centers whenever possible.

   Take steps to create a nationwide program which would allow implementation of curriculum for each state or tribe.

## Topic 1

## PART II - Independent Board of Indian Education

In accordance with Public Law 100-297, Section 5502(b)(1), as amended, one purpose of the White House Conference on Indian Education is to explore the feasibility of establishing an Independent Board of Indian Education that would assume responsibility for all existing Federal programs relating to the education of Indians.

Recommendations developed through state, tribal, and regional pre-Conference activities are presented for Conference participants in the format of the State Pre-Conference Summary Reports.

Because the law is very specific that this issue is addressed, the Task Force felt that this format was the most appropriate way to address this topic for work session purposes.

Delegates must keep in mind that because the law has made this topic a goal, a recommendation must come from the work session, to the Delegate Resolution Assembly and acted upon by the voting delegates. This is a requirement of the law.

## RECOMMENDATIONS

That the National Advisory Council on Indian Education (NACIE) be fully funded to achieve its goals and that new goals be assigned by Congress, such as serving as a center for information about all Federal programs that address Indians; that NACIE be depoliticized to the end of having a member to represent population or geographic areas in this country; and that a focus on parent involvement be an equal concern of enhancing achievement for Indian students. Moreover, NACIE should also serve as a monitor for Indian students' progress toward the National Goals for Education.

The nominees determined by motion that they not support the creation of a National Board of Indian Education, but participate in the discussion to develop such a board, if formed.

All Indian Education agencies would be governed through standardized policies under the jurisdiction of Indigenous Native Americans.

It could accomplish more as a policy maker than advisory groups such as NACIE.

There could be better communication and coordination in planning, implementing, and administering Indian Education.

It could increase the quality and quantity of services to Indigenous Native Americans.

It should provide more accountability for the effectiveness of Indian Education.

It could provide more effective political clout for Indian Education.

It could increase efficiency of Indian Education programs by reducing duplication of various service agencies.

Could serve as a liaison between the States, Federal Government, and the Indigenous Native American tribes.

Should generate state and local boards of Indian Education.

An established NBIE would improve education for Indian children by setting national goals and having official authority vested in their people.

An NBIE would influence present curricula throughout the nation.

It could be an avenue for more effective and virtuous teacher training in cross-cultural education.

An NBIE would promote inter-agency cooperation at the highest governmental levels.

An NBIE could be a strong national advocate for Indian Education funding.

An NBIE could establish criteria for funding of Indian Education.

The concept could only work if the NBIE had plenary authority regarding all aspects of Indian Education and if elected into office by their own constituency exclusively.

A National Board could provide a grassroots infrastructure to control Indian Education policies.

A National Board could facilitate local control by promoting local school boards' development.

A National Board could support local efforts in including more relevant language, cultural, and historical studies including their significance in American History.

A National Board could influence state board of education policies.

A National Board could influence state laws regarding their relationship to Indigenous Native American Tribes.

A National Board could help address local concerns and issues by making local control a part of their mission statement and giving it top priority.

A National Board must be a policy making body.

The NBIE would replace the NACIE (National Advisory Council on Indian Education). We would like to see NACIE replaced and not be a political appointed body, but rather one elected by their own people.

The Standards and Criteria for Indian Education would be established by the NBIE but would leave the means, methods, and relevant applications up to the local communities.

The Board would involve existing Indian Education organizations at the State and National levels by communicating, coordinating, and dissemination of all Indian Education issues to each educational contingency and institution in the nation.

The Board would involve existing organizations by providing adequate funds and support for: networking communications (i.e. telephone, faxes, computer links, satellite networking, and distance delivered educational programs, etc.); and sponsoring Indian Education conferences, meetings, and work sessions.

The Board would be selected by democratic elections from within each state by the Indigenous Native Americans therein, although the size and the structure of the Board may make it difficult to represent our diversity.

A NBIE can function so as not to hinder local efforts, though cooperative and coordinated efforts between everyone involved; and as long as the Board's duties are limited to policy making.

The Board should be accountable to the Indigenous Native American people they serve:

--Tribes and Indian Educators

--Department of Education

--Department of the Interior

--White House

--Congress

--Other entities

Congress should legislative funding for the NBIE which would not be dependent or subordinate to any existing bureaucracy.

Delegates overwhelmingly concurred that a National Board of Indian Education is not necessary. A National Board will disrupt the educational services that are currently provided for Indian children of federal and state recognized tribes; further, the creation of a national board will create additional bureaucracies at the national, state, and local levels which will be costly, inefficient and politically oriented. Indian children will ultimately be the losers.

If a board were to be implemented, we believe it should be merely advisory in nature. The membership should consist of Indian people who will not only serve with dedication and sincerity, but will represent the traditional values of their respective locales. In other words, it should consist of grass-roots people who have experience on local school boards, as well as parents and teachers.

A major goal of a national board should be promotion, preservation and maintenance of tribal languages and cultures. No distinction should be made between urban and rural tribal organizations.

Before discarding the idea or starting a national board of Indian education, a feasibility study should take place to reveal the ultimate effects of such a board.

An alternative may be to legislate funds to state departments of education mandating the establishment of Indian Boards of Education in states with Indian populations exceeding 20,000 and/or 40 percent drop-out rates or where the majority of Indian student population resides on reservations or villages remote from public school systems. The concept is to ensure an American education policy toward Indians; that they are receiving the best possible access to core curriculum and public education benefits. Make self-determination a centerpiece of Indian policy, allowing American Indians to be participants in determining their own educational and economic futures.

If a National Board were created, it must be an elected, not appointed, board.

A National Board must have strong decision-making authority.

A National Board should administer all legislation and funding for Indian education at all levels.

A National Board should set policy and standards, allowing states to determine how best to meet those policies and standards with encouragement and means of enforcement.

The major goal of the National Board would be to eliminate crippling bureaucratic policies and procedures.

A National Board should serve as a research center and a center for the restructuring of schools and educational programs at all levels. In this capacity, the Board would work to discontinue programs that have not been effective and to disseminate programs that have either been successful or show promise of success.

A National Board of Indian Education would be the major avenue of informational efforts and lobbying for Native children with the White House and Congress.

The National Advisory Committee on Indian Education could be strengthened to assume a stronger and more effective decision-making role. At this time, it serves a limited and nearly useless function. If restructured, it should assume the characteristics listed above.

The steering committee most insistently and unyieldingly opposed the creation of the establishment of an independent Board of Indian Education to assume responsibilities for all Federal programs in relation to Indian education. The steering committee felt that NACIE was executing its mandates in an effective manner and the creation of another board would only frustrate and hinder Indian Education in the future. Therefore, we cannot support the creation of another arm of the Federal government as it exerts additional authority over American Indians and Alaska Natives.

One of the key issues in the conference was whether or not there should be a separate National Board of Indian Education (NBIE) under the Department of Education. The State voted no, citing the following reasons:

1) A lack of influence and input by Indian people on how NBIE would be administered;

2) No evidence at this time that the concept of a NBIE will improve education for Indian children;

3) A National Board may not facilitate local control, decision making, and policy making;

4) A National Board may not help address local and tribal concerns and issues;

5) The functions and role of a National Board are not clear as to their policy making role or advisory role;

6) There is presently established a National Advisory Council on Indian Education, it is clear how the NBIE would interface with NACIE;

7) The involvement of existing Indian education organizations at the State and National level have not been fully explained;

8) The Board has not clearly specified the selection nor representation diversity;

9) There is no assurance that the NBIE function would not hinder local efforts;

10) The Board specified no accountability for: Tribes and Indian Educators; Department of Education; Department of Interior; White House; Congress and other entities.

Should a National Board of Indian Education be established? The White House Conference on Indian Education (WHCIE) has, as one of its charges, the consideration of establishing a National Board of Indian Education (NIBE). Some Indian educators and educators of Indian students cite the lack of a comprehensive education plan including all Federal programs dealing with Indian education; that there is no coordination or communication among these programs; that there is a lack of influence and input by Indian people on how they are administered, since often time Federal agencies have exclusive control of them.

Overall, the state does not feel that education for Indian students (all ages) can be improved with the development of a National Board. We recognize that change has to come from the local level building and in individual classrooms. Classroom teachers, administrators, parents, and local communities must collaboratively develop learning environments which meet the needs of all American Indians.

No. We do not believe that a National Board will facilitate local control, decision making or policy making.

No. We do not feel a National Board will address local concerns and issues. We strongly believe that local concerns and issues addressed in the local areas with support on a state and national basis as required.

We do not support the concept of a policy making Board that would lump all decisions into the power of one Board. We are always supportive of Advisors and Advocates that will represent the needs of our students (all ages) on a national, tribal, state and local basis. The key factor being that of appropriate representation.

Our comment concerning both NACIE and the national Board-- to date, we have not experienced equal representation so our ability to understand how this would work is very unclear.

We do not support the selection of Board members.

If the establishment of a NBIE is not feasible what are some possible alternatives? For example, strengthening state and tribal relations through tribal compact legislation or other alternatives? We supports any legislation, policy, and funding which will help strengthen the role of a community-based decision making and programming.

The mission and role of the National Advisory Council on Indian Education (NACIE) should be examined and possibly re-defined.

Whenever the Federal government considers formulating new Indian education policy, consultation with the primary Indian educations entities should occur (NIEA, NACIE, NTCA, etc.).

Adequate funding and successful education program (K-12, higher education, research, teacher training, etc.) are needed -- a new national board is not needed nor is it in sync with tribal efforts towards self-determination and local attempts to achieve educational excellence.

Delegates do not think a board of education should be established. Instead, the respondents believe that the policy consideration at the Federal government should be to strengthen the National Advisory Council on Indian Education (NACIE), including full funding to enable the council to accomplish its current goals and to enhance its function as an advocate for Indian educators. Data collected, shows strong support for NACIE; 98 percent of the respondents "strongly agree" or "agree" to continuing NACIE even if a national board were to be created. In addition, it was determined from survey results that 98 percent of respondents believe that the chairman of NACIE should be a member of the national board, if created, and that 97 percent indicated a preference that the executive director serve as an ex-officio member of any such established national board.

The National Advisory Council on Indian Education (NACIE) should be fully funded to achieve its goals and new goals should be assigned by Congress, such as serving as a center for information about all Federal programs that address Indians; NACIE be depoliticized to the end of having a member to represent population or geographic areas in this country; and that a focus on parental involvement be an equal concern of enhancing achievement for Indian students. Moreover, NACIE should also serve as a monitor for Indian students' progress toward the National Goals for Education.

By unanimous vote, the general assembly of this state's White House Conference opposed the formation of a National Board of Indian Education. It was the consensus that a National Board of Education would further erode the local autonomy and control of Tribal Governments and school boards. Additionally, the creation of another layer of bureaucracy would further fragment educational efforts and cause undo overlapping of existing entities, (e.g. National Indian Education Association, American Indian Higher Education Consortium, National Indian School Boards Association, National Advisory Council on Indian Education, North Dakota Indian Education Association, and State Indian Education Associations) and increase competition for already scarce funds.

The participants in the October conference felt that the initial questions had still not been answered. Participants re-emphasized their reluctance to endorse the establishment of yet another bureaucratic agency especially when there was no evident need for such an entity.

The National Advisory Council on Indian Education must be composed of a majority of practicing Indian educators or Indians who have been professional Indian educators. The enabling legislation should be amended to refine the requirements for nomination or appointment.

The composition of a National Board of Indian Education is critical to support for such an idea. We are wary of under-representation on decision-making bodies overseeing Indian education programs. Program decisions that favor small tribes are often totally inappropriate. When representation is tied to the number of tribes or regions of the United States, rather than to the number of Indian people affected, there is almost always disenfranchised tribes and many are placed at a disadvantage. Therefore, we would only support a National Board of Indian Education if its membership was tied to numbers of Indian people served, not numbers of tribes.

The development of a National Board of Indian Education should take second place to the development of tribal departments of education and elected boards of education at the tribal level.

A National Board of Indian Education could be an important resource for improving Indian control of Indian education. It should be seriously explored. It must be remembered, however, that to be useful, it must be appropriately structured. With a faulty structure it could become an impediment to true self-determination and educational reform.

The State Steering Committee did not support the concept of an independent National Board of Indian Education as proposed. It was determined that such a Board would not enhance or contribute to the growth of Indian Education programs.

Some alternatives include the State Board of Education: appointing members from the Indian community; addressing specific needs of each tribal group; echo concerns of 1975 Position Paper; supporting Indian identity in education issues; continuing unique relationship with its Indian communities which has been on-going since 1846; assisting and being supportive of Indian educators as they resurrect N.Y. Iroquois Conference of 1970's; requiring networking and support between local, state and national entities to achieve educational goals; and include and implement components requiring teacher staff sensitivity training.

The survey conducted by the Data Collection Committee shows that the question of the creation of a National Indian School Board was not answered by many of the respondents. Of those respondents that did answer this question the majority answered that there should be a National Indian School Board. The reasons for the low response rate could be from any number of items. Among the reasons for the low response rate might be: a) that the concept is new to many of the Indian people in the area; b) this item was placed on the last page of the survey and it may have been missed by the respondents; c) the respondents may not have had enough information about the proposed School Board; or any number of other reasons.

The survey does show that 67% of the respondents agree that there should be a National Indian School Board. There were many other issues that resulted from this question. The question of the role of the School Board as it relates to the numerous other school jurisdictions, urban schools, rural schools, etc. was raised.

But if it is decided by other state delegations that a national board should be created, then the Delegation would like to stress the importance of ensuring that all board members are American Indians We feel there are a number of American Indian educators and others who are intimately familiar with American Indian problems on a national level. And we feel that it would be difficult for anyone who wasn't an American Indian to adequately understand social problems that hinder American Indian students in their efforts to succeed.

Officials who first conducted research before suggesting that a national board should be created in the Kennedy Report of 1969 clearly recognized that it is imperative that American Indians be allowed to take control of their own educational destiny if such a panel is to succeed. In introducing a proposed amendment to the Higher Education Act of 1971, Sen. Kennedy noted: "Lip service, token appointments, and advisory roles are not substitutes for Indian control of Indian education. This, and nothing short of it, is what self-determination is about."

Whether or not national delegates to the White House Conference on Indian Education decide to create a national board, the Delegation wants to stress that the State needs and deserves more representation at the national level. As originally conceived, the goals and objectives for a national board were laudable and would still be desirable. Somehow, these aims must be integrated into the current American Indian educational system. The State somehow must have improved access to such programs. Although the state has the nation's sixth-largest population of American Indians, it is woefully undeserved by federal programs although many of its residents desperately need such assistance. Most of the state's Indian population lives in urban areas, but a significant number reside in medium and smaller sized towns. Less than five percent of the population reside on the state's three reservations.

The development of a National Board appears to be the creation of another level of bureaucracy that would create interference and conflict with tribal governments and existing Indian education organizations.

We strongly recommend that a summary of information received from the tribes be disseminated to all tribes in the U.S. before the 1992 White House Conference on Indian Education.

We advocate the development of a Department of Indian Education that is at the same level as the Department of Education, Department of Interior or the Department of Health and Human Services; and that adequate funding be provided to operate the department.

Maintain relationship between Indian education and balance of Indian programs. Restructure current system.

Board members must represent all Indian people, serve staggered terms,limited to 3 years, and be selected equitably not politically.

Selection process to National Indian Board of Education ought to allow for choosing qualified and capable individuals to serve on board.

Changes in Indian Education should address the desire of Tribes to manage their own affairs. Congress must take a realistic approach to lawmaking and incorporate language needed to fund changes.

A National Indian Board of Education would be unwieldy, and many urban Indians would not be adequately represented.

Program administration is cyclical. After being centralized, problems arise and people call for decentralization; then once it is fragmented, problems arise and people call for strong centralized administration again.

Positions must be non-salaried, with expense reimbursement only.

That the White House Conference on Indian Education strongly urge those who promote the independent Board of Indian Education idea to carefully study the history of the American Indian nations and citizens so that they do not blindly attempt to absolve that federal government of its historically based obligations and responsibilities to American Indian nations and citizens.

The feasibility of having Indians taking care of Federal programs they do get is a very good recommendation.

The Federal trust responsibility and equal educational opportunity relationship should not be forgotten.

Whether a program is run from a strong central administration or a strong decentralized administration, the key issue is the availability of funds. Programs must be adequately funded.

Indians are the people who would know best what is needed in Indian education. Indian tribes should maintain control over their services.

# TOPIC 2
# WELL-BEING OF INDIAN COMMUNITIES/DELIVERY OF SERVICES

Categories have been developed to facilitate the development of plans of action and strategies by the Conference Delegates. They are:

1. Student Concerns
2. Family Issues
3. Community/Tribal Issues
4. Educational Institution Issues
5. State Issues
6. Federal Issues
7. Other

The configuration for the state recommendations will also promote uniformity in the eleven concurrent group sessions to ensure that efforts by the Delegates and observers are maximized within time constraints for these sessions. An added benefit that should result from these categories will be the ability to transfer plans of action into either legislative or administrative proposals. When the plans of action are put into legislative or administrative proposals, funding needs and priorities will be easier to identify and secure.

## Student Issues

1. Concern with effective mental health counseling dealing with stress, life-coping and other needs, must be incorporated into basic educational programs to address the high rates of suicide and substance abuse among Indian students.

2. Students counseling programs for wellness should be expanded and should include traditional healing practices and substance abuse avoidance strategies.

3. Support Services

   Student parents need day-care programs for their children and specialized classes in parenting.

   Funding should be made available for Indian students' mental health needs so that highly skilled, trained professionals are available to help students and their families.

   Health screening for eye and ear problems need to be more comprehensive, especially for students.

4. Career Development

   Have students work on employment skills.

   Business and industry should develop a number of internships for Indian students each year as a means of keeping them gainfully employed after high school.

   Tribal government internships must be accessible to Native students.

5. Every American Indian student, in need, in the nation must have access to the free/reduced breakfast program.

6. Scholarships

   Increase student scholarships and fellowships.

   Allow students to receive counseling with Federal monies and have a pay back system like IHS does.

   If we are to indeed to be successful in these goals to perpetuate positive changes, we must insist on a concerted effort which will encourage those individuals striving for higher education or vocational training the opportunity through adequately proportioned funding.

   Allow Indians to go to college free, then offer more scholarships.

7. Drop-out Prevention and Retention

Retention of Native students in the University of Alaska system must be a priority. It is only by completing graduation requirements that many of our young people will be able to return to fill positions requiring higher degrees. Plans must continue to increase counseling and academic services for support of Native students in the University of Alaska system. Support for mentorship programs was also expressed.

8. Standards

The University of Alaska system must have high standards and expectations for Native students and must emphasize quality academic preparation. Native students must be encouraged to reach high goals (i.e., to become authors, professors, etc.) and receive instruction and academic counseling that prepares them for graduate and post graduate candidacy.

## Family Issues

1. Support Services

Comprehensive services need to be provided through education, social service case management, health service provision, and mental health counseling. Funding strategies need to be designed that will really help students and their families, rather than attempt the piecemeal approach which is not guaranteed to have a full impact on student success.

Organize a comprehensive communications network to facilitate the delivery of social services needed by Indian students as they are identified in the educational system.

Tribes and Indian organizations must develop human service delivery systems which reflect the cultural values and strengths of Indian families and communities.

We need both clear standards established for basic health care for families and limited access to that health care. There is usually one practitioner in a village. There is a need for another option, which is currently not available.

Expand alcohol and drug prevention programs. Establish culturally relevant programs in villages. Encourage the establishment of support groups (talking circles, AA, etc.)

We need to assure that the care of our elders is culturally relevant and based upon their needs.

Suicide prevention is critical if we are to survive. Due to the high incidence of suicides in Alaska, particularly among young Native males, culturally relevant prevention and intervention programs must be developed and implemented.

Community education needs to develop, in consort with family and tribal mores, parent effectiveness training programs, parent assertiveness training programs, day-care services, and Head Start programs that are well coordinated and working for the same goals.

Focus on Indian families with special attention on drug and alcohol programs for identified problem cases.

Make more accessible job training and employment opportunities for needy parents along with child care and literacy programs.

Implement drug and alcohol education and prevention programs for the whole family.

2. Parent Training

There must be more emphasis on parental training. Issues would include FAS/FAE, how to communicate with schools, developing and improving parenting skills, etc.

Institute more intensive and more frequent parent training workshops. Educational leaders need to visit homes more often, including early in the school year.

More funding is needed to train parents in parenting skills, and demonstrate the significance of keeping their children in school.

Develop a long-term, systematic approach to address the growing poverty of American Indian families, especially single-parent households with children by, revising policies to provide work and education incentives, benefits for health care, child care and transportation.

North Carolina Indians believe that parents of Indian students need to be better trained and educated about their responsibility as parents.

Collaborate with Head Start, elementary and secondary education programs to provide parent training.

Incorporate parenting skills for young and expecting parents in high school on how to raise children. Acquiring these skills will enlighten and promote a strong positive outlook towards parenting as follows: (1) instill the necessity to succeed in today's society; (2) instill basic fundamentals of the child's developmental stages within the first three to four years before they enter school; and (3) gear young parents that they are their child's first teachers - whatever they teach their children within those first four years goes with them throughout their lives.

The parenting classes should be continued and stressed. The benefits of these programs are far reaching, parents become more effective, classes enhance development of children, parents are more involved with the school and improve their communications skills. Parenting classes also bring parents into the academic arena with their children.

3. Child Welfare

   More Native foster homes must be identified and licensed. Training and support programs must be provided to Native foster parents.

4. Cooperative efforts must be initiated between the parents and the schools to ensure the safety of the home environment for each child by eliminating drugs, alcohol, or other forms of abuse.
5. Recognition that conditions in families impact the success Michigan American Indian students experience in their education.
6. Traditional family roles need to be addressed to determine how to incorporate changes to address underrepresentation in education.
7. Encourage parents to teach their children the religious/spiritual aspects of Indian culture.

## Community/Tribal Issues

1. Establish and support a tribal college in the State of Alaska prior to the year 2000, addressing the educational, health related, economic development, social services and Native studies. Financial support must be available for post-graduate studies in all areas in higher education.
2. Career

   Businesses can also support public education by investing in job training, mentorship programs, and by providing career information to students (particularly young students), so that children develop educational and career goals at an early age.

3. Coordination

   Coordinate social service agency efforts with educational programs.

4. Social Service agency staff needs to be respectful of American Indian religions.

5. The Navajo Nation needs to develop a Navajo State Plan for Special Education, applicable to all schools and programs in the Navajo Nation. This is another critical need that could be better met by a Navajo Department of Education comparable to a state department of education. The Navajo State Plan could also involve development of culturally appropriate diagnostic instruments and procedures, something now almost totally lacking in special education programs in the Navajo Nation.

6. Special Needs

   Tribes should be able to cover remedial courses and programs.

7. Private Sector

   Private businesses must become involved in the educational system to ensure that a high quality education is provided for future employees. Private businesses must also support parents in their efforts to become involved in their child's education, recognizing that parent involvement is a critical factor in how well children do in school. Quality child care is also a basic necessity for all parents and must be an area employers focus on.

   Businesses must provide leave for parents to participate in school activities. Parents must be allowed and encouraged to attend daily school activities: meeting with teachers to discuss child progress, volunteering in the classroom or school office, or volunteering to participate in committees addressing school-related issues. Parents must be allowed to participate in school activities and cannot be restricted to only visiting during the scheduled Parent/Teacher conferences which only occur 2-4 times per year. Parents must also be allowed to use sick leave to stay home and care for ill children. Parents care about their jobs and care about their children. Studies have shown that if employers take a more supportive role with parents, their employees become more satisfied and more dedicated to their jobs.

   Donations of supplies, funds, and services are desperately needed in public schools. The contributions made by businesses go far in bridging the gap between bare bones education and a quality educational system we can all be proud of. Donations can include: funds to support spirit and subsistence camps as well as regular summer camps, computer equipment, offering to print materials for a special event, sponsoring an after school activity, buying books for the library, sponsoring the development of culturally appropriate curriculum and the purchase of supplies, providing incentives to children who are doing well.

8. Resource Support

   Long-term funding for community programs and family parent training should be sought.

   Foster care: foster homes must be recognized as an asset.

   Tribal Court systems must have access to base grant funding under P.A. 124 to support juvenile justice services.

   Tribes need to establish education as a top priority for their people and to provide adequate funds to address equity in education.

9. Educational awareness in Native and non-Native communities.

10. Affirmative Action Programs. Special directives for tribal employment opportunities and which require completion of high school.

11. Infrastructure

There is a lack of safe and affordable housing for American Indian families and higher education students.

Conduct tribal review of housing and infrastructure problems with an "eye" for the effect on education with subsequent recommendations.

12. Individuals can be responsible for education by becoming empowered to make the necessary changes to have a well educated society.

13. Direct grants and contracts to Indian tribes or other groups should continue to serve as a primary means for funding Indian Education programs, whether federally recognized or non-Federally recognized.

14. Develop an "Indian Education Association" out of the Inter-Tribal Council of Nevada.

15. Incentive builders to encourage tribal involvement in the school systems.

16. Encourage field based policy makers.

17. Professional needs of Indian reservations and Indian and Alaska Native communities, including the expertise for economic development and the targeting of Federal scholarships and fellowship funds to better meet the needs as defined by the tribe or the community must be given full support and funding.

18. "Bandaid policies" will not be effective from the Federal level; change must come from the local level -- the local school districts, the respective states, and the Native American community itself.

## Educational Institution Issues

1. Outreach

The Alaska pre-conference participants of the White House Conference on Indian Education strongly voiced recommendations which recognize the fact that no singular institution or individual can expect to adequately provide the range of services needed to effectively educate and prepare Native students for the realities of today's society. Only through a close partnership between these educational institutions and Native parents, families, tribes and Native organization can the real job of educating our Native students be accomplished. The recommendations of the pre-conference participants call for the doors of our educational institutions to open widely and allow for Native participation at every level of the education process.

The Board of Regents and President of the university system should work in close partnership with Regional Profit and Non-profit Native organizations to assure that their institutions will provide relevant training and student support services for Alaska's future Native leaders.

Recommend that the educational process must include other family members to be successful.

Universities need to work with tribes in coordinating educational programs on a comprehensive basis.

Area schools need to promote holistic education with the total community as their constituents. School administrators can set the tone by promoting the coordinated effort and getting everyone involved in education.

Enhance the relationships between schools and institutions of higher education as well as businesses and industries in local communities.

Schools should always be places that say "We want you here" to parents. In this regard, schools should be places where parents can get referrals about other services available to assist them with any concerns or problems.

2. Coordination

   School districts must develop close partnerships with state and tribal agencies which provide health and social services along with tribal courts which exercise their jurisdiction on Child Welfare matters under the Indian Child Welfare Act.

   Teachers and school district staff must work in close partnership with state and tribal social service agencies to assist parents to become effective partners in their children's education. School districts should seriously consider utilizing partners in the social service agencies to teach parenting skills as part of their health curriculum so we can prepare future parents.

   The Alaska pre-conference participants felt that the state legislature has a responsibility to ensure that any services they propose and any statutes they develop will coordinate with and provide effective linkages to this state's educational institutions. All state programs and services can be part of the education partnerships. Health and Social Services, Public Safety programs, Economic Development projects and state policies which encourage tribal empowerment and local control all increase the feeling of ownership and participation which is needed to develop effective partnerships.

3. Dropout and Retention - Special efforts should be put in place to engage in local longitudinal studies of dropouts. These kinds of steps will be necessary to assure that Indian students can achieve the National Education Goals established by the President and supported by the Governors in these United States.

4. Boarding schools should be closed so that the responsibility of teaching, raising, and socializing children remains in the family, in the local school system, and within the community.

5. The educational process in Indian schools has the unique opportunity of setting their own goals and processes in fulfilling those goals. However, they remain within the current biased and inappropriate institutional framework.

6. "Bandaid policies" will not be effective from the Federal level; change must come from the local level -- the local school districts, the respective states, and the Native American community itself.

7. Design information on current family value systems and delegate to school personnel.

8. Teachers

   College level courses must be designed to teach new teachers how to teach to the variety of cultures in Alaska.

   Design courses to help teachers work effectively with Native children relative to social issues such as child abuse, neglect and suicide prevention. The universities need courses that prepare teachers for multi-cultural Alaska Native learning styles and cross-cultural communication.

   All institutions of higher education should increase recruitment of, and institutional support for, Indian teachers.

   Mandate teachers to attend classes or have coursework on Indian education. Have college classes to teach the learning styles of Indian students.

   All teachers should be sensitive to "Indian studies" in order to enhance the "pride in their heritage" that often shapes the self-concept of Indian students.

9. Personnel

There is a critical shortage of trained American Indian professionals in all fields. Qualified teachers, counselors, and administrators are especially lacking. In Montana, fewer than two percent of all certified educators are American Indian, while approximately ten percent of the K-12 enrollment are American Indian.

Provide teacher and staff training that educates about the whole approach to Indian education which then aids in the delivery of education services.

Indian Educators need to be involved in educating school personnel about insensitive, out-dated and inaccurate material.

Increase the numbers of native personnel.

Contract services of physical therapists, occupational therapists, psychologists and counselors particularly ones that deal with in-depth problems and develop a therapeutic counseling schedule for students. There are no services within rural areas. They have to compete with neighboring larger school because that is where these people tend to go to work. Contract time from those schools. They don't really get to know students because those people are in an out of the schools.

10. Cultural

Provide for relevant university programs which focus on strengthening Native cultures for example, Native languages and history courses are needed.

The contributions of Native people should be integrated throughout all areas of the curriculum. Curricular and textbook revision is required to present true history and Native American literature, science, and other achievements.

Tribal colleges need to develop curricula which is coordinated with other educational institutions that will promote educational attainment throughout the education system.

Means must be found to support the development of oral history projects to preserve Native American cultural traditions and materials. Such efforts should be undertaken through intergenerational learning projects. The results of oral history preservation should be used to develop educational materials for Native American young people.

Encourage colleges to offer courses on Indian language.

11. Graduate research programs need to focus on issues which will benefit Native people. The conference participants also suggested the creation of tribal colleges within the State of Alaska.

12. Curriculum

Curriculum content and materials must be accurate, complete and include local, state and national contributions of Alaska Native American Indians. Additional Federal funding should be made available to promote multi-cultural education appreciation, awareness to develop and enhance a global perspective.

Incorporate technologies into curriculum. Estimated cost to achieve this goal is $1,000.00 per student for equipment and software sharing from 1 to 5 students.

Count the offering of Indian languages in colleges toward "foreign" language.

Existing curriculum should be restructured and new curriculum developed to meet this goal. All educators regulated by states should be required to under cultural awareness and sensitivity training programs on and by American Indians to maintain their eligibility to teach.

The issue of "children having children" should be addressed through the curriculum at an early age.

Tribal colleges need to develop curricula which is coordinated with other-educational institutions that will promote educational attainment throughout the education system.

Promote curricula efforts that address critical thinking skills.

13. Environmental

Materials and texts must reflect the realities of the Native student's life around him or her. the school environment must reflect and validate the importance of the Native cultures. To motivate students to learn, what is learned must have a high correlation to practical application of the community and world in which they live.

14. School policies should encourage children to take books and other reading materials home. Books and other materials should be made available to children throughout vacations and the summer months. The use of computers in developing creative and fluent writing skills should be encouraged. Fonts are now available for Native alphabet systems.

15. Committee

Indian communities must become more actively involved in textbook and material assessment committees for their schools to ensure the quality of texts adopted.

Schools should hire or seek volunteer parent involvement coordinators for implementation of school-specific plans.

16. Library

Resources should be provided by the Federal Government to assure that every elementary, middle and high school has the services of a library media specialist. Congress should provide categorical funding for library development in publicly funded schools, including technologically based instructional resources and means to access off-site information electronically.

Funds to support the work of Native American authors should be allocated and funds provided to libraries and schools to purchase the works produced by such authors and other Native American writers.

17. Implement a transitional summer program for beginning college students.

## State Issues

1. The University of Alaska system plays a major role in the education of Alaska Native children. the University of Alaska system educates our teachers and provides educational systems with research on Alaska-related issues. alaska Native children, seeking higher education degrees, attend the University of Alaska system. For these reasons, conference participants discussed the following needs and recommendations.

2. Funding

"Equitable funding" nationwide for educational innovations and interactive technologies.

State of Alaska Department of Education and the University of Alaska must be responsible for providing equitable, accessible education for Alaska Natives from pre-school to post-secondary educational programs. Long term funding is not guaranteed, funding is not stable or consistent. The programs that are often jeopardized by funding decisions and shortfalls are educational programs that directly affect Alaska Native students.

Federal and state policies that affect Indian people, including students, should have "set-aside" funds for Indians.

There must be resolution to the funding formula in the State of Alaska; a commitment to long term programs and goals by the State Department of Education and local school districts would result in increased student achievement and success. Statistics show that Alaska Native students are not achieving up to par with non-Native students. The State Department of Education and local school districts must make the commitment to improve quality, equity and accessibility in education for Alaska Native students.

3. Many of the social services offices/agencies which lack American Indian staff often lack the necessary knowledge and sensitivity to work effectively with Michigan American Indian families. Training programs need to be established in cooperation with knowledgeable Indian representatives to train and sensitize non-Native staff working in social service agencies.

4. All state programs must focus on student outcomes as a result of their program participation. States must assure that all American Indian students are receiving program services they are entitled to and are achieving the established desired student outcomes.

5. States must assure that program dollars identified to service American Indian students are being used for that purpose.

6. State-directed programs which use Federal monies and incorporate American Indian student population figures as a factor for determining their level of funding must show evidence that American Indian students are being serviced by these programs and one experiencing the desired outcomes.

7. Increase post-secondary grants to universities/colleges with teach education programs to increase the number of Indian teachers, administrators and counselors.

8. All land grant universities should waive tuition/out of state tuition fees for Indian students.

9. Cultural

   Develop curriculum and work on a statewide and national clearinghouse to specialize in printing of Native American cultural curriculum.

   Use history books to realistically portray Indian struggles.

10. Advocate for disabled Indian children at both the state tribal levels to assure collaboration and efficiency in the delivery of services.

11. Strong Federal and state support for upgrading curriculum and textbooks in the schools.

12. Allow waivers of regulations that currently prevent tribes from providing educational services to Indian people who need the service.

13. Certification

    Testing for Physician's Assistant certification must be available in Alaska.

    Concern about the certification of some Head Start classroom teachers.

14. The Older Alaskans Commission must be regional and culturally diverse.

15. Crisis respite services must be increased.

16. Health

Services providing care and after care should be available in rural areas. Traditional healing methods should be incorporated.

17. Coordination

Human service agencies must coordinate and network to maximize service delivery to ensure that the use of limited resources promotes academic services.

Coordinate between social services, health agencies, nutritional agencies and education services. This appeared to be a definite key or priority.

The Alaska pre-conference participants felt that the state legislature has a responsibility to ensure that any services they propose and any statutes they develop will coordinate with and provide effective linkages to this state's educational institutions. All state programs and services can be part of the education partnerships. Health and Social Services, Public Safety programs, Economic Development projects and state policies which encourage tribal empowerment and local control all increase the feeling of ownership and participation which is needed to develop effective partnerships.

A coordinated effort is needed to address the serious under-representation of American Indians in education.

The need for improved coordination of services for Indian children between local, state, Federal and tribally funded sources.

Need to continue drawing on resources of a wide variety, i.e., Chapter I, Title V, Title VII, JOM, Impact Aid and drug and alcohol programs for individual growth.

18. The State of Alaska must accept its responsibility to implement the ICWA. Children are going from one temporary care situation to another.

19. Program Compliance and Evaluation - The State of Alaska must provide adequate emphasis, direction and development in its educational policy that ensures equal access, equity and quality educational opportunities for Alaska Natives. The State must be committed to providing educational opportunities for Alaska Natives that will result in increased achievement, performance, and success and ensure that Alaska Native students excel in their educational careers.

Some states have are using PL 81-874, Impact Aid funds in state equalization plans, thereby damaging the intent of the law. The President and Congress must review current state efforts toward equalization in an effort to ensure compliance with the 1978 amendments to the law, which (1) ensured parental involvement, and (2) addressed the unique and special needs of American Indian students. They must also review the financial status of those school districts which enroll significant numbers of American Indian students, since Federal land is non-taxable.

There must be equity educational attainment for all Montana minorities, especially American Indians, beginning at the earliest possible level. We must assess local educational agencies and determine where they must begin to address the under-representation of minorities in education. Once decided, a plan of action will need to be formalized and approved by all institutions/individuals involved and committed to making the change.

20. State legislators need to hear and respond to the needs of Native people. They must hold accessible hearings on issues that effect Native people in rural areas so legislators will be educated about rural issues. When appointing individuals to commissions and boards, they must appoint Native people to speak for themselves and for their own needs. Adequate funding for school districts must be provided to ensure quality education is provided throughout the state. The state legislature should mandate Native studies and languages in schools and must support HB 352 and US SB 1595.

21. Behavioral

Mental health issues of American Indian people must be enhanced and expanded to include all those in need.

22. All laws, regulations, and policies should be all-inclusive towards Indians.

23. The term "minority" should include Indians.

24. Recruitment and Retention

Recruit more prospective Indian teachers.

25. Urge local education agencies and state education agencies to monitor closely the national goal, with special attention to Indian students' progress.

26. Infrastructure

Expanded efforts need to be undertaken to improve housing, transportation and health care.

27. Legislation

Develop/legislate articulation agreements between Indian community colleges and state/private university/colleges to accept credits from the Indian community colleges (NCA for example).

28. "Bandaid policies" will not be effective from the Federal level change must come from the local level -- the local school districts, the respective states, and the Native American community itself.

29. Develop resources and disperse to state officials and national officials who make the decisions on the types of curriculum to be included in the schools.

## Federal Issues

1. Funding

"Equitable funding" nationwide for educational innovations and interactive technologies.

Increase funding for all levels of educational services.

That Federal funds be made available to provide incentives for education institutions of all types to develop exemplary projects and award grants to conduct research for Indian Education.

Restore Federal funding to Indian education programs by a margin of an added 15% each year to compensate for the funding reductions endured by American Indians under Reaganomics so that the Indian education programs can put as many field positions in operation to directly serve Indian children as existed prior to the 1980s.

Undertake measures to prevent the supplanting of Federal and state funds with Federal and state funds designated to serve Indian students. Measures must also be undertaken to assure that appropriations are fully allocated to supporting the educational process of the whole Indian child, without off-setting administrative and institutional shortfalls for other programs and services.

BIA educational dollars are not in sync with levels of participation.

A base amount of funding should be established for Indian Education programs to ensure that small projects can be efficiently and effectively administered.

Federal and state policies that affect Indian people, including students, should have "set-aside" funds for Indians.

Begin funding in June or July before students start back to school.

The "Indian Education Act of 1988" should be amended to make provisions for carry over funds for planned projects. There must also be timely responses to proposals and notification to grantees.

Any Federal Indian program, from any department, must provide for direct funding from the provider to the LEA or eligible organization. If at all possible, all federally funded programs should be operated on a common funding cycle.

### 2. Program Compliance and Evaluation

Federal entitlement programs, such as Title V and Johnson- O'Malley must be held accountable for the effectiveness of their programs. Formal evaluation and monitoring systems will increase both efficiency and effectiveness of these programs.

### 3. Legislation

Local school districts receive Title V and Impact Aid allocations per Native American enrollments. Federal legislation needs to be enacted to mandate local school district matching funds for Indian Education programs. A base level of funding needs to be enacted for Title V programs to ensure that adequate staff time is allowed to provide for comprehensive services to Indian students.

The President and Congress must initiate a review of the Teacher Corps model and draft legislation to meet this critical need, and review related federal programs, i.e., BIA Higher Education programs, Title V fellowship programs, the Tribal Controlled Community College Act, and other federal agencies that have a minority component, in an effort to gauge the adequacy of funding and scope. they must also increase current levels of scholarship funding for American Indians in all programs.

Change the Bilingual Education Act to allow the teaching of tribal languages.

Medicare must be extended to home health care.

The Indian Education Act legislation needs to be amended to include direct participation of the SEAs; such amendment to provide a minimum level of funding for technical assistance, program development, training and data collection.

Legislatively strengthen the intent of the Indian Child Welfare Act so that states do not establish policies that limit the services that must be provided in the Indian community.

Pass legislation to provide family preservation services, promote a community-based system of care for children, and ensure treatment for families affected by substance abuse.

Expand food stamp assistance to American Indian families with Children by raising basic benefit levels, providing extra help to families with particularly high shelter cost and making other changes that will assist poor families. American Indian families with children will receive 82% of food stamp benefits.

Federal legislation in reference to Indian Education Programs needs to be comprehensive in nature. We need to look at funding programs that meet the needs of the students and their families. By comprehensive, we mean through education, social service case management, health service provision, and mental health counseling. Funding strategies need to be designed that will really help students and their families, rather than attempt the piecemeal approach which is not guaranteed to have a full impact on student success.

Federal legislation, laws and regulations should take into account decision making at the local and state levels.

Introduce law that leaves the subsistence check or stipend out of the income bracket.

Introduce legislation that clearly addresses the use of stipends and does not include it with earned income.

There exists a shortage of Native American teachers, counselors and educators. We recommend that federal legislation be enacted to supplement current BIA/IHS training programs to include funding for undergraduates in education and health as well as to increase funding for graduate training Native American professionals.

4. Increase post-secondary grants to universities/colleges with teacher education programs to increase the number of Indian teachers, administrators and counselors.

5. Federal standards of determining dependent/independent status, and the evaluation of non-liquid assets as available resources to a family is unfair.

6. Develop an Indian community college in Nevada.

7. Often times Indian Education is thought of in terms of those children who are academically deficient, however some community programs have insisted on expanding the scope of their programs. It is identified throughout this narrative that funding continues to be a main issue for existing and future programs developed. Not only does the Nevada State Steering Committee recognize and confirm the need for increased funding for existing programs but recommends the allocation of more funds for Pilot, Planning and Demonstration projects for innovative approached which can be replicated in other areas.

8. Establish a Native American College.

9. Develop a Native American Community College in Oklahoma to address the specific needs of Native American students.

10. Create more tribally controlled Indian colleges.

11. Use history books to realistically portray Indian struggles.

12. Develop curriculum and work on a statewide and national clearinghouse to specialize in printing of Native American cultural curriculum.

13. Technical assistance by OIEP to smaller tribes must be improved to ensure the best delivery of education services to Indian children.

14. Programs such as Title V need to be developed and accessible to all levels of education and personnel.

15. Strong Federal and state support for upgrading curriculum and textbooks in the schools.

16. Allow waivers of regulations that currently prevent tribes from providing educational services to Indian people who need the service.

17. Provide for improvement of educational programs to meet the needs of American Indian children.

18. Urge the U.S. Departments of Education, Interior, and Health and Human Services to decrease the amount of paperwork required for Indian education programs so that they may effectively carry out the goals of their programs in support of Indian education.

19. Health

A mental health program must be developed and established in villages and it should be modeled after the Community Health Aide Program. (The CHAP program is a regional program which identifies, trains and employs a Health Aide to provide each village with basic health care service through the regional health corporation.)

Hepatitis B Vaccination: Is it required? What is the vaccine derived from? More information needs to be provided.

Services providing care and aftercare should be available in rural areas. Traditional healing methods should be incorporated.

The Community Health Aide Program needs to be supported. There is never enough funding for this program.

Service providers do not understand the background (rationale) of federal services. These services are not a free handout, but rather a result of constitutional law.

Indian Health Services need to coordinate programs with educational institutions in promoting family wellness so that a focus on education can take place.

IHS needs to provide funding and implement the health policies already in place and intended to improve the health status of Indian people.

Mental health issues of American Indian people must be enhanced and expanded to include all those in need.

20. Crisis respite services must be increased.

21. Coordination

Human service agencies must coordinate and network to maximize service delivery to ensure that the use of limited resources promotes academic services.

Coordinate between social services, health agencies, nutritional agencies and education services. This appeared to be a definite key or priority.

Enhanced coordination between the various Federal programs which affect Indian education, (i.e., BIA, DOE, DOL, etc.), federal and tribal entities as well as on the state and local levels must be strengthened.

Need to continue drawing on resources of a wide variety, i.e., Chapter I, Title V, Title VII, JOM, Impact Aid, and drug and alcohol programs for individual growth.

The need for improved coordination of services for Indian children between local, state, federal and tribally funded sources.

Increase and strengthen the working relationships between Indian Health Service social workers and school counselors in order to address socioeconomic problems of Indian families; i.e., alcohol and drug problems, teen pregnancy, suicide, and other forms of crisis among Indian youth.

22. BIA boarding school institution is not in sync with universal expectations for participation and self-determination. The President and Congress must review the mission, intent, and effectiveness of boarding schools, especially as they relate to cost effectiveness, cultural expectations of tribes, community values, the educational delivery system, and parental responsibilities and expectations.

23. Some states have/are using PL 81-874, Impact Aid funds in state equalization plans, thereby damaging the intent of the law. The President and Congress must review current state efforts toward equalization in an effort to ensure compliance with the 1978 amendments to the law, which (1) ensured parental involvement, and (2) addressed the unique and special needs of American Indian students. They must also review the financial status of those school districts which enroll significant numbers of American Indian students, since federal land is non-taxable.

24. 89% of the respondents "strongly agreed" or "agreed" that it is not possible for one national Indian Education policy to be created which can adequately address the diverse needs of American Indians.

25. All laws, regulations and policies should be all-inclusive towards Indians.

26. The term "minority" should include Indians.

27. Recruitment and Retention - Recruit more prospective Indian teachers.

28. Infrastructure - Expanded efforts need to be undertaken to improve housing, transportation and health care.

29. Federal policies should assist in creating "incentives" to get parents more involved in the education of their children.

30. Another area of concern relates to the traditional relationship between Indians and the land; the inherent privilege of fishing and hunting should be ensured by the Federal government for future generations.

31. The Director of Indian programs in the U.S. Department of Education be redesignated as an assistant secretary, reporting directly to the secretary of the department. Duties of this expanded position should include the coordination of all programs, planning and policies dealing with education for Indian students.

32. Congress should mandate that all national boards that are currently established (or may be created) for educational purposes require the representation of Indian leadership.

33. Congress should direct that Federal programs for Indian Education be administered by the U.S. Department of Education and the total funds available for Indian programs be not less than FY 91 funding level (or the highest one of the last five years, whichever is greatest).

34. The Indian Nations At Risk Report should be used as a primary reference document when establishing Indian Education policies.

35. The Federal definition of "minority" should include Indians.

36. Federal policies need modification and re-examination to meet the needs of Native Americans. For example, New York State does not have Federal boarding schools operated by the BIA - never did, never will.

37. The Office of Indian Education and the Bureau of Indian Affairs should require state education agencies to staff a state office of Indian Education and mandate that these officers are to be accountable to the Office of Indian Education and the Bureau of Indian Affairs for the funds and services for which entities within the state receive funds.

38. Any policy developed must maintain tribal sovereignty.

39. Develop resources and disperse to state officials and national officials who make the decisions on the types of curriculum to be included in the schools.

    Recommend that the bureau open up for tribes to expand existing programs and to develop more programs that address the needs of the children and parents.

40. Program Compliance

    Appoint a regional person who very strictly holds JOM and Title V programs accountable.

41. Recommend HUD projects need to be more inclusive. Clustered housing projects need to include community facilities like learning centers or other family support centers. Individual homes need enclosed areas which are separate from bedrooms for study areas.

42. Challenge the U.S. Department of Agriculture which requires a minimum daily requirement for milk and milk products since there are a significant number of Indians who have a lactose intolerance, especially children.

## Other

1. A positive public relations campaign must be developed and implemented: positive events need to be highlighted by the media; successful Native people need to be used as role models. media campaign sponsored by Native corporations highlighting Natives in positive activities should be implemented.

2. The media has a tremendous effect on how Alaska Natives and American Indians are viewed by society. With today's technology, televisions media plays an even greater role in telling people who Native people are and how we live our lives. Native children - developing self-concept using information learned from television - pick up subtle but powerful messages of who they are. As a result, the media must become concerned about the stereotyping of Native Americans. Our children and non-Native children are harmed by cartoons, advertising and characterization of Native people in their stereotyped images.

3. Get American Indian educational needs out to the general public through published information and TV news spots. Use the Montana Plan and the Opening the Montana Pipeline documents to promote Montana Indian education to a wider audience. Have more prime time items on Indian education and selected slots describing Indian education.

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4. The Navajo Nation lacks credible data on Special Education. Such data should be compiled through the cooperation of IHS, the BIA and the public schools. This will provide a baseline for evaluating the extent of need for special education services.

5. Text

   More interaction and involvement in textbook/media history misrepresentation.

   Native American cultures must have equal status with those already being taught within the systems. To accomplish this, Native American authors need to be hired to write authoritative texts to be used in courses for training teachers and for use in the daily classroom work by their students.

   We need a children's magazine or newspaper and books, written by Indians to show Native children non-dysfunctional family lifestyles; to provide them with role models which they do not necessarily find within their own home and urban community. This is a system to show them, "This is the way it was, and how it should be."

   Contact every text book publishing company to offer them all teaching materials by and for American Indians.

   States need to seriously consider the adoption of appropriate history books. The "How the West was Won Concept" is not acceptable. There needs to be anelimination of the bias that is held by those approving text books for the public schools. The new historian's concept is recommended -- that the truth needs to be told.

6. Native Americans should be encouraged to write and produce videos, movies and other materials about American Indians for television and radio.

7. Use satellite technology.

8. Use computer technology.

9. Research

   By the year 2000, educational innovations, including interactive technologies which may better serve the needs of Indian students and research will be available to all Indian students.

   The July 1991 White House Conference on Library and Information Services decided in NIPO8 #4 that, recognizing its special relationship to Native American peoples, the Federal government should immediately begin a comprehensive program to collect, preserve and make available documents relating to that history, emphasizing equitable access including electronic formats.

   Develop curriculum and work on a statewide and National clearinghouse to specialize in printing of Native American cultural curriculum.

   Increase library services for tribally controlled colleges, including cooperative agreements with state and local libraries and the Library of Congress. This would include interlinking and increased educational innovations, interactive technologies and tribal museums where access to information of the past and present will better serve the needs of Indian students and research.

   A more uniform system of forms, guidelines, requirements, etc., must be developed in consultation/cooperation with the program (funding) sources and the local programs (or through the technical assistance centers).

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Rules and regulations must be changed to give the technical assistance centers more opportunities to be of greater service to individual Title V grantees, especially in the areas of proposal preparation and consistent interpretation of rules and regulations.

Develop a data base to track students; a clearinghouse for cultural materials and improved teacher training for improving the classroom environment and decreasing the number of dropouts.

Secure Federal support to develop local curriculum (videos, etc.).

Secure more financial support for development of curriculum; also more sharing is needed of what is currently available.

Federal funds should be made available to provide incentives for education institutions of all types to develop exemplary projects and award grants to conduct research for Indian Education.

10. The National Association of School Boards is a very important association in our nation. The membership, however, does not represent the interest of Alaska Native children; therefore, Alaska pre-conference participants requests that the National Association of School Boards endorse a Native American caucus to address issues related to American Indian/Alaska Native children.

11. Urban

Large numbers of American Indians reside off reservation and do not benefit from education programs designed for their benefit and participation. The President and Congress must revise the Johnson-O'Malley Act to include all eligible American Indian students and increase the level of funding.

12. Data

Encourage schools to desegregate student data so that data about Indian students will be highlighted such as academically talented students or dropouts.

That data be carefully examined to assure that Indians are properly and accurately counted that all may benefit.

Enhance computer data base systems to include a separate section on Navajo American financial resources.

Uniform system between Reservation, BIA schools and public schools to transfer records accurately, quickly and efficiently.

13. Establish a network consisting of Indian people who have remained involved in tribal affairs and who also have been successful in market economy.

14. Conduct public education campaigns which emphasize the school as a reflection of the community and which stress the inherent value of education. Such a campaign can also inform the public about school policies, plans and events.

# TOPIC 3
# LITERACY/STUDENT ACADEMIC ACHIEVEMENT/HIGH SCHOOL GRADUATION

Categories have been developed to facilitate the development of plans of action and strategies by the Conference Delegates. These categories are:

1. Family Issues
2. Student Issues
3. Community Tribal Issues
4. Educational Institution Issues
5. State Issues
6. Federal Issues
7. Other

The configuration for the state recommendations will also promote uniformity in the eleven concurrent group sessions to ensure that efforts by Delegates an observers are maximized within time constraints for these sessions. An added benefit that should result from these categories will be the ability to transfer plans of action into either legislative or administrative proposals. When the plans of actionare put into legislative or administrative proposals, funding needs and priorities will be easier to identify and secure.

## Student Issues/Needs

1. Native Language

Goal of literacy could be redefined to encompass fluency and literacy in both the appropriate Native American language and English. Ask students to develop multiple language skills. Where tribal language is not a written language, address this concerns of tribes that there could be inappropriate use (possible abuse) of language in schools. Is goal of achieving Native language fluency too idealistic?

The least support on survey question from one state was in category of attaining competency in one foreign language. Preference for tribal language to be taught as second non-English language.

Another state wanted literacy to be defined to include both English and the tribal language.

Implement adult literacy programs to be available for parents.

Reading programs should be funded in education programs.

Students should read and write at grade level.

All school-aged children should be literate in a predominate language and able to communicate effectively with their fellow students, teachers, parents and others. However, each child has his her own individual level of language skill development. This should be local, state and national goal.

2. Tutoring

Should be available for students as needed.

Increase funding for tutorial - counselors through JOM and Title V programs.

Make available professional and trained tutorial community-based programs.

3. Drop-out and Retention

Closer monitoring of students. Close follow-up tracking of students.

Develop mentor programs.

Native Big Brother Big Sister programs should be set up between higher education and senior high students.

Develop summer youth programs for drop-out prevention.

Offer after-school tutoring counseling for drop-out prevention.

Drop-out and retention programs should be initiated at all grade levels. These programs should include a variety of strategies including mentor and tutor programs, adequate and available counseling, and work programs that allow students to help their families and still stay in school.

Each school district, tribe, college and BIA education agency should have a mechanism in place to improve retention and attendance.

4. Self-Esteem

Develop programs that promote student self-esteem.

More positive emphasis must be placed on student self-awareness and the importance of family and tribal relationships if students are to become perpetuators and keepers of their culture.

Recognize student strengths, skills and talents as successes.

We must find ways to successfully meet the needs of children with diverse tribal backgrounds. Academic success, positive self-esteem, and cultural identity are essential for young people on or off reservations. The needs of all Native students must be met in creative and thoughtful ways.

Every American Indian student with long hair must be allowed to participate fully in all aspects of the school program including extracurricular activities.

Funds should be designated within Indian education budgets for student organizations to fund workshops and seminars that will increase self-confidence and self-esteem in Indian students. For example, students could bring in speakers on various topics such as Indian culture, self-esteem, and other motivational classes.

Teen pregnancy is extremely high. Low self-esteem was reported by a majority of our teens responding to a survey.

5. Standards

Mandate higher standards for individual students (individual educational plans for each student).

Do not measure students only by standardized tests and grade point averages.

Raise judging grading standards throughout all schools attended by American Indian students.

6. At-Risk

By the year 2000, a cooperative and concerted effort be launched to identify all at-risk Native American students and provide appropriate services to them in the local schools.

Allocate funds to identify and to develop programs for at-risk students during the primary grades.

Poor attendance levels were noted throughout the systems. Poor attendance is connected to the academic performance of Indian students which remains below the national norms.

Counseling for students on alternative programs (assisting them to graduate or complete high school).

Lack of money for essentials such as clothes and other basic needs detract from a student's motivation to attend school on a regular basis.

Create a program to help at-risk children with attendance and counseling to begin at the Head Start and preschool level.

Negative images are formed in high school and middle school because students are not doing well academically. The number one barrier the report listed for Indian students is inadequate academic preparation.

7. Roles and Responsibilities

Multiple opportunities for students should be provided to encourage creative critical thinking and active involvement in the governance of the school and community.

Youth programs need to be developed which include the involvement of American Indian youth in all aspects of program development and implementation.

Strengthen the role of student councils.

Fund a special national effort to nurture American Indian youth development by focusing on leadership, community service, recreational, substance abuse prevention, cultural identity, employment opportunities for American Indian youth.

8. Post-Graduation

Business and industry should develop a number of internships for Indian students each year as a means of keeping them gainfully employed after high school graduation.

Develop programs for students that would assist them to find success in the work world after graduation.

Implement a transitional summer program for beginning college students.

Offer pre-higher education classes for Indians between high school and college.

Programming must include outreach to high school students to help prepare them for college.

In Wisconsin's VTAE system approximately one-half of the Indian students are enrolled in remedial courses. Many American Indian students are not adequately prepared for college, and are in need of remedial courses. Taking remedial courses adds additional work and thus usage of semesters of financial aid.

## Family Issues

1. Parent Responsibility and Training

Parents need to be involved in their children's reading programs.

Provide funding for training and involvement of parents and show how science and math are part of everyday life.

Begin process of parental involvement at preschool level.

Parenting classes.

Parents need to be role models and give their students continuous positive reinforcement to build their self-esteem.

Parents must enforce existing attendance policies and be held responsible for the success of their students.

More programs need to be developed to help parents students build self-esteem.

2. Home environment needs to have reading literature available.

3. Develop a plan of action to address student, parent and community apathy.

4. Coordination of social service agencies with educational programs to address basic needs of students an families.

5. Establish family support centers.

6. The value of education must be stressed by families and teachers at all age levels.

7. Enlist parents and graduated high school students to participate.

8. Develop a support system for single parents.

9. Students do not have real healthy role models at present. Dysfunctional family behaviors and educators who are still using alcohol and drugs still exist.

## Community/Tribal Issues

1. Services

Community meetings to encourage parental involvement, parent programs.

Community resource programs, such as youth leadership programs and youth-at-risk programs, should be developed under federal laws regarding library services to bring reading and learning into the life of the community.

Reactivate the "bookmobile" for rural areas.

Community planning.

Work with community members to organize career days/fairs sponsored by tribes and Indian communities. Responsibility should be with Individuals, Tribes and Indian communities.

A much greater emphasis must be placed on reading both in the school and in community programs surrounding the schools such as community centers. Youth leadership programs, programs for youth at risk and other community resource programs should be developed under Federal laws regarding library services to bring reading and learning into the life of the community.

Development of alternative programs for outlying communities.

2. Coordination

Coordination with local resources.

Coordination of social service agency efforts with educational programs.

Coordinate community/school support systems to keep students involved in school in a positive manner.

Develop a network between school counseling/guidance centers and federal youth employment programs as well as outside activity programs such as summer and sport camps.

The Navajo Department of Education could coordinate adult literacy and community education programs with school programs and resources. The disparate jurisdictions governing education in the Navajo Nation now result in waste of many education resources. Schools lie empty evenings, weekends, and summers, while community programs go unhoused because of lack of separate facilities for adult education, for community building neighborhood projects, etc.

3. Literacy

Greater emphasis on reading in both school and community programs, surrounding the schools such as community centers.

The Community Services Act (CSA) which contains provisions for the Administration for Native Americans (ANA) should be amended to meet community literacy goals and intergenerational learning goals.

With appropriate amendments to CSA, this act could be utilized for family literacy projects at the community level; also family-based prevention activities in coordination of day care, foster grandparents, health services and adult education programs.

A program site for one activity could then be evaluated in terms of other activities it could support and coordination among all program activities could be initiated.

4. At Risk

   Suicide prevention is critical if we are to survive. Due to the high incidence of suicides in Alaska, particularly among young Native males, culturally relevant prevention and intervention programs must be developed and implemented.

   Sensitize the community to the waste that is caused by the failure to identify and intervene in the lives of at-risk Indian students.

   Funding for prevention/intervention programs for drug/alcohol, teenage pregnancy, AIDS information and gangs.

   Current cultural efforts such as youth camps and youth programs need to be expanded.

   Dropout prevention programs must be instituted in both the elementary and secondary grades. Such programs must include parental involvement, mentoring and other strategies. At-risk youth must be identified early in their education.

   It will cost less to properly educate American Indians than to serve their needs than if they drop out of the educational system.

   Early intervention from school counselors and social workers.

5. Businesses can also support public education by investing in job training, mentorship programs, and by providing career information to students (particularly young students), so that children develop education and career goals at an early age.

6. All people must be aware of the adverse effect that tribal/local non-Indian community conflicts have on American Indian student performance in educational programs. Therefore, both parties must become sensitive to the problems this causes students in public schools.

7. As with any other learner, an Indian student is influenced by both heredity and the environment. However, the most important influence would be more positive Indian "role models."

8. Development of a "truancy policy" specific to the unique status of Indian students statewide which is cooperative and enforceable for off/on reservation between tribal and public agencies.

9. Establishment of a working task force composed of tribal and public agencies in the formulation of cooperative and enforceable truancy policy. Such policy to be cooperative and with the effect of civil law to both off/on reservation cases. Such policy to be established to promote attendance of Indian children in the school system.

10. Raise our expectations of ourselves and our programs; i.e., build self esteem from the ground up.

11. Evaluate needs of community and implement appropriate programs.

## Educational Institution Issues

1. Curriculum

   Needs to be relevant and meaningful.

   Culturally relevant and accurate curriculum development.

The curriculum of all students must stress more expository writing skills development and critical thinking skills. Students must be given the opportunity to take advanced studies in mathematics and sciences. The curriculum must also include in the basic programs the citizenship building knowledge and skills for youth people. This should include coursework in tribal history, tribal government studies and tribal values.

Develop mathematics and high order cognitive skills while building on children's bilingual and bicultural experiences.

In addition to conventional teaching methodologies, innovations in class instruction and curriculum designs must be considered to accommodate Indian families who reside in rural locations (e.g., credit, life experience, paid and trained home-based Indian tutors who act as tribal liaisons with schools, a mobile van unit providing parenting and language services).

Indian parents want their children to do well in the mainstream education system. Indian children must be able to successfully gain quality education to live a quality life.

The curriculum must be restructured to incorporate the teaching of thinking skills, social skills, and the participation skills of active citizenship.

Develop strong drop out prevention programs and initiate them. Members must insist that the skills of thinking, creating, valuing, and acting in positive, cooperative, and democratic ways are an important part of the curriculum.

Developing curriculum in accordance with tribal councils.

Planning and consideration should be given toward establishing a "central magnet school site" where Indian children would be offered instruction courses of Indian curriculum with their Indian peers taught by Indian teachers administrators. Such a core curriculum of Indian studies would be replete with teacher training, establishment of standards and objectives, curriculum materials and enrichment activities which strengthen Indian student self-worth and academic performance.

Teach Native American students to think critically and become problem solvers.

Develop integrated curriculum education and creative alternatives.

Develop appropriate curriculum and personalize it.

Native languages should count for "foreign language" credit.

We need to implement skills classes (i.e., social, academic, independent and living).

There is a need for greater achievement in math and science. There is a definite need right now and in the future for Indian students who are trained in the "hard" sciences.

2. Teacher

Improve teacher training to assure cultural awareness and sensitivity.

Teaching practices of Native Indians need to be evaluated.

Goals need to be developed to raise teacher administration expectations of students

Design appropriate and mandatory teacher training programs.

Regular monitoring of instructors teachers to assure appropriate Indian student outcomes.

In-service students and teachers on teaching and learning styles.

Qualified Native educators must be given a chance to prove themselves.

A minimum two-day individualized Indian workshop of traditional training methods must be employed to help teachers meet the wide range of pupil performances of gifted students.

More American Indian teachers/role models in classrooms.

All teachers should be sensitive to "Indian Studies" in order to enhance the "pride in their heritage" that often shapes the self-concept of Indian students.

Raise competency levels of teachers so that they can make informed judgments about American Indian students' scholarships and academic aptitude.

Teachers need to learn how to teach basic skills and critical thinking.

Teachers need to recognize that the SAT, SRA, and ACT, etc. tests are biased against American Indians.

We need more Indian educators to educate Indian children and serve as positive role models.

3. Curriculum

Develop mathematics and higher order cognitive skills while building on children's bilingual and bicultural experiences.

Schools should ensure that students attain competency in math and science within a cultural context that promotes respect for tribal cultures.

Bridge can be built between modern technology and traditional culture by showing how math and sciences are a vital part of Indian culture. The Math, Engineering and Science (MESA) Program now including Indians in California can serve as a model.

By the year 2000, all American Indian students will demonstrate mastering in English, mathematics, science, geography, and other challenging academic skills necessary for an educated citizenry.

Incorporate the unique contributions of American Indians in science and math to the curriculum, pre-school through college.

Indian students acquire, or have opportunity to acquire, all knowledge deemed necessary to participate in the world community as informed, intelligent citizens. Examples include languages other than English, international economics, world systems, new technology, etc. All responsible (parents, tribes, local, state and Federal governments). Schools should stress more academic content and not permit students (particularly in upper grades) to take so many electives which may be filled by non-academic courses. Curriculum should stress more expository writing skills development and critical thinking skills. Students should have opportunity to take advanced studies in mathematics and sciences. Curriculum must also include citizenship building, tribal history, tribal government studies, and tribal values education.

State Offices of Education, local school districts, tribes and Indian educators must develop and implement a plan of programs services which target retention and academic performance of students. Accomplished through curriculum which relies on home and support staff involvement. Program process should train and assign LEA school staff (counselors, teachers, office clerks, parents, etc.) to track maintain academic competency of individual Indian students. PTA and other parent volunteerism could be utilized.

Too frequently the curriculum has emphasized knowledge acquisition over skill development. Citizens of the future must have acquired the ability to think creatively and critically and act responsibly. They must know how to solve problems and make reasoned decisions. These skills are not taught systematically, nor are they evaluated in most schools.

4. Culture

Recognize importance of American Indian language studies.

Education as key to cultural continuity or dissolution. Tribal language, social studies and cultural studies must be incorporated into basic educational programs. Should not be optional, supplemental, hit or miss activity in "unreceptive" school setting.

In activities to train Indian students in the "hard" sciences, qualified Indian people should be used to add their cultural knowledge and needs of culture to that purpose.

The cultural values and beliefs of Indian tribes must be respected, and emphasized as desirable behaviors to instill self-confidence and self-esteem.

Gifted and Talented Programs must be re-defined to allow better participation from Indian children. Academic achievement is only one measure of gifted and talented people. Indian cultures recognized leadership, spiritual leadership, artistic and traditional leadership as qualities desired in youth and adulthood.

Indian youths must be prepared for leadership roles. In-school projects should capitalize on Native music, art, language, and sciences, tribal histories and native culture. Tribal youths and others must learn about their contemporaries in governments, tribal leadership roles, actors, authors, politicians, entertainers and their accomplishments. Efforts must be made to recognize Indian people and Indian achievements at national levels.

Students should have the opportunity to study and discuss current issues and problems that Native people are facing today.

We must find ways to successfully meet the needs of children with diverse tribal backgrounds. Academic success, positive self-esteem, and cultural identity are essential for young people on or off reservations. The needs of all Native students must be met in creative and thoughtful ways.

Cross-cultural education for Native American students and adults.

The requirement of Indian students to be trained in the "hard" sciences (i.e., math and science) will allow these jobs to be filled by qualified Indian people, who will not only bring in the technical expertise but also their knowledge of their culture and the specific needs of that culture.

5. Coordination with community colleges/universities to provide peer training (high school to elementary students).

6. Work with local schools and private sector to access computer. Need funding for libraries and learning centers (library grants).

7. Technical assistance needed at school board level to evaluate programs [to be] implemented.

8. Provide support for Distance Learning Programs so Indians in remote locations can participate in a full range of educational opportunities utilizing latest and best technology.

9. Classroom environments which allow for individualization, learning disabled identification.

10. Academic program strategies must be developed, implemented and monitored to retain Indian students in school and also to enhance their academic performance.

11. More junior high school Drug-Free programs must be established.

12. Alternative for high schools within a high school program must be implemented.

13. School board members should be role models for students, by being alcohol and drug-free because students and parents need to view school board members, teacher, administrators, counselors, etc. as positive role models.

14. School personnel must be specially trained to become acquainted with the cultures of Indian students they have in order to offer positive educational experiences, to encourage and motivate students to continue their education, and to develop and impart skills necessary to compete and move upward in chosen fields of endeavor.

15. Train counselors to work with Indian students.

16. Utilize peer support such as cross-age tutors and cooperative learning.

17. The academic term, "competency," must be re-defined in educational institutions to include the value system of American Indians.

18. Models of Native decision-makers, problem-solvers, artists, and heros should be incorporated throughout the curriculum.

19. In Colorado urban areas, the drop out rates are as high as 86% with only 1/3 of all senior students actually graduating from high school. The need for change in school programs and in support structures is evident.

20. Implement alternative educational, vocational and leadership programs for students "at risk". Responsibility should be with State and local educational agencies, tribes and F.G.C.I.A., Inc.

21. Funds must be made available for American Indian students to participate in summer educational programs.

22. Each school district having American Indian students must provide an American Indian advocate liaison staff for American Indian students.

23. Institutions of higher education should plan an active role in creating and elevating the aspirations of American Indian students.

24. Higher education institutions need to develop and implement active retention and support systems for their Indian students.

25. Bring American Indian people who have had successful experiences in education into the classrooms.

26. Total involvement of all groups--national, local, state efforts to enhance school settings both financially, and operationally to maintain students in school.

27. We must assess local educational agencies and determine where they must begin to address the under representation of minorities in education. Once decided, a plan of action will need to be formalized and approved by all institutions/individuals involved and committed to making the change.

28. Schools must become more results oriented -- in regard to school completion, in regard to academic achievement and in regard to post secondary education and career goals. New ideas and program directions are needed to reinforce compulsory school attendance and to motivate students more successfully when they are in school.

29. School environments need to be tightened up, i.e., using closed campuses, initiating strict student rules regarding violence. This stricter atmosphere should not be harsh; however, rather it should be matched with a comprehensive range of counseling services to help students find non-destructive means of meeting their needs.

30. Establish secondary level alternative schools for Indian drop -outs where academic, vocational and cultural subjects can be studied.

31. Students should be encouraged to do more than seek a general equivalency degree through strong counseling programs, which should be implemented very early in their educations.

32. Increase tutoring services.

33. Computer technology -- use it.

34. Develop alternatives to completing 12th grade.

35. Local universities and technical schools should do comprehensive recruitment in the public schools, beginning at the middle school levels.

36. Recommend training for young adults, possibly students in the eleventh and twelfth grades and continue on to reach those attempting college and those that have dropped out of school.

## State Issues

1. An adequate state reading program needs to be implemented.

2. Fund projects on a multi-year basis to ensure continuity of programs.

3. Provide funding for at-risk programs for Indian children.

4. Establish national and statewide criteria for measuring dropout rates. Require annual standardized reports.

5. National and state legislation needs to be developed which holds school districts responsible for the retention of American Indian students through to graduation from high school.

6. Federal and state programs must focus on student outcomes as a result of their program participation. States must assure that all American Indian students are receiving program services they are entitled to and are achieving the established desired student outcomes.

7. States must assure that program dollars identified to service American Indian students are being used for their intended purpose.

8. A study must be conducted to determine the traits of effective teachers of Native American students. The study must also determine the most effective instructional strategies and methods as well as identifying the learning styles of Native American students.

9. Research, evaluation, and planning in the Indian Education field, including development of culturally relevant curriculum and drop-out prevention must be given priority and adequate funding.

10. Provide incentives for continuing with education past high school; i.e., increase funding for higher education.

11. Recommend continued support for TRIO projects such as student support services, Upward Bound, Educational Talent Search and Educational Opportunity Centers which enhance student opportunities to reach their educational goals.

12. Recommend funding of an adequate dropout bank with up-to-date information on dropouts as well as successful programs.

13. Recommend continuation of support programs at institutions of higher education for the recruitment and retention for the success of the Indian student beyond high school.

## Federal Issues

1. Legislation

   Enforcement of existing legislation.

   Full implementation of PL 100-297 for all BIA funded schools; and full implementation of the National Literacy Act (PL 102-73) with specific provisions to address the literacy needs of American Indian adults.

   National and state legislation needs to be developed which holds school districts responsible for the retention of American Indian students through to graduation from high school.

2. Funding

   Budget amounts dedicated to this problem.

   Fund projects on a multi-year basis to ensure continuity of programs.

   Legislation to assure adequate funding.

   Equity in district to district funding.

   Federal funding should be made available directly to tribes for literacy programs (by-passing national and state literacy programs through which most literacy funds are now channeled).

   Increase funding for JOM and Title V programs.

   Provide funding for at-risk programs for Indian children.

   Recommend funding of an adequate drop out bank with up-to-date information on drop-outs as well as successful programs.

3. Native American Literacy Council

   Develop, establish and fund council to coordinate literacy services to Native Americans. Such a council should coordinate with libraries and with state and local literacy organizations to provide inter-generational, workplace and other broadbased literacy services. Additional LSCA Titles I and VII funds should be made available for this purpose.

   Establish literacy council in Native American communities.

   Continue ABE GED literacy programs in Native American communities.

4. Studies

   Commission a study on Indian student mobility and its effects on student achievement.

   A study must be conducted to determine the traits of effective teachers of Native American students. The study must also determine the most effective instructional strategies and methods as well as identifying the learning styles of Native American students.

   Study successful program models and implement integrate them.

5. Establish national and statewide criteria for measuring dropout rates. Require annual standardized reports.

6. Federal programs must focus on student outcomes as a result of their program participation.

7. Research, evaluation, and planning in the Indian Education field, including development of culturally relevant curriculum and drop-out prevention must be given priority and adequate funding.

8. Provide incentives for continuing with education past high school; i.e., increase funding for higher education.

9. Recommend continued support for TRIO projects such as student support services, Upward Bound, Educational Talent Search and Educational Opportunity Centers which enhance students opportunities to reach their educational goals.

10. Recommend continuation of support programs at institutions of higher education for the recruitment and retention for the success of the Indian student beyond high school.

## Other

1. Funding for pilot programs.

2. Literacy should be a national, state and tribal goal for all students. However, the goal, as stated, may not be comprehensive enough.

3. At all levels (Federal, state and local) accept the idea that students can learn at high levels under right conditions of teaching and learning. All must work [together?] toward raising the mean achievement and reducing student achievement variance.

4. Undertake holistic approach to learning process.

# TOPIC 4
# SAFE, ALCOHOL/DRUG FREE SCHOOLS

Categories have been developed to facilitate the development of plans of action and strategies by the Conference Delegates. They are:

1. Student Issues
2. Family Issues
3. Community/Tribal Issues
4. Educational Institution Issues
5. State Issues
6. Federal Issues
7. Other

The configuration for the state recommendations will also promote uniformity in the eleven concurrent group sessions to ensure that efforts by the Delegates and observers are maximized within time constraints for these sessions. An added benefit that should result from these categories will be the ability to transfer plans of action into either legislative or administrative proposals. When the plans of action are put into legislative or administrative proposals, funding needs and priorities will be easier to identify and secure.

## Student Issues

1. Treatment

   Treatment resources need to be made available to students who do develop problems with substance abuse. After care resources and group living resources need to be developed for adolescents returning to school from treatment. The use of boarding schools as a resource in this regard should be explored. The use of funding from education programs and substance abuse prevention and treatment funding sources needs to be coordinated in this effort.

   Funds from the Office of Substance Abuse Prevention could be coordinated with school resources to provide supportive environments for students returning from substance abuse treatment programs.

   It is critical to identify, disseminate and fund alcohol and substance abuse programs that are effective with Native students.

   Increase funds for substance abuse outpatient, in-patient programs.

2. Classroom environments which allow for individualization, learning disabled identification.

3. Early identification of substance abuse as a problem.

4. Alcohol/drug free youth activities.

5. Encouragement for students to become involved in extracurricular activities, i.e., cultural, school, sports.

6. Students should be provided a safe, substance free learning environment in which conflict resolution is the norm and healthy lifestyles are rewarded.

7. Identify students from dysfunctional/abusive families and offer support.

8. Provide workshops to make students aware of danger signals regarding alcoholism and promote awareness of how to help friends as well as how to seek professional help.

9. More counseling services to deal with a child's needs (i.e., dysfunctional families, alcoholism).

10. Developing parent effectiveness programs at the schools, day care facilities at the school, teen parent counseling and assistance programs at the school.

## Family Issues

1. Cooperative efforts must be initiated between the parents and the schools to ensure the safety of the home environment for each child by eliminating drugs, alcohol or other forms of abuse.

2. Services to American Indian families need to be handled with an understanding of the entire family or individual need when addressing substance abuse, child abuse and family abuse issues.

3. Parent/student supportive counseling, via school, community and media.

4. Services to American Indian families need to be handled with an understanding of the entire family or individual need when addressing substance abuse, child abuse and family abuse issues.

5. Implement drug and alcohol education and prevention programs for the whole family.

6. Strengthening qualities of home -- funding to provide programs that focus on the family via parent/teacher committees.

7. Implement parent training at Head Start on fetal alcohol syndrome (FAS) and fetal alcohol effects (FAE) because of the problems with alcohol and drugs.

## Community/Tribal Issues

1. More libraries and other educational resources must be provided in communities to support and assist the learning process.

2. Tribes should cooperate in the creation of a national clearinghouse on alcohol/drug abuse information to assist Indian communities and determine a workable curriculum for Indian students.

3. Tribes should support tough legislation to be passed to restrict drugs and alcohol and emphasize that they do not mix with education.

4. A basic goal of each school must be to serve the community as a whole and to ensure the maximum possible use of facilities for the benefit of the community.

5. Programs of community education could be offered in school facilities, returning them to a more multipurpose community resource status than they enjoy at the present time. These are only examples. The point is that a Navajo Department of Education could more effectively achieve such coordination.

6. The Navajo Department of Education could coordinate adult literacy education and community education with school programs and resources. The disparate jurisdictions governing education in the Navajo Nation now result in waste of many education resources. Schools lie empty evenings, weekends and summers while community programs go unhoused because of lack of separate facilities for adult education, for community building neighborhood projects, etc.

7. Schools and communities must provide for Native young people healthy recreational opportunities and extracurricular activities that address cultural values as well as alcohol and substance abuse.

8. Social problems associated with alcohol and substance abuse such as alcoholic and abusive families, unemployment and poverty must be solved in order to discourage abuse as a form of escape.

9. Put funds into teen-recreation centers.

10. Work to change the general attitude to drugs and especially alcohol as being socially acceptable.

11. There is a lack of safe and affordable housing for American Indian families and higher education students.

12. "Dry" Reservations.

13. Securing tribal support.

14. Lobby for Indian education funds and better school facilities.

15. Support reservations to become drug and alcohol free.

16. Designate alcohol and drug free schools on reservations.

17. Indian people should be involved in textbook selections.

## Educational Institution Issues

1. Behavioral

Effective mental health counseling dealing with stress, life-coping and other needs must be incorporated into basic educational programs to address the high rates of suicide and substance abuse among Indian students.

Student counseling programs for wellness should be expanded and should include traditional healing practices and substance abuse avoidance strategies.

Multi-disciplinary teams should be developed to assist students suffering from various forms of abuse.

Obviously, this is a goal that everyone wants, at least in theory, from the local to the national level. The safety of schools could be easily attained if schools were permitted to expel any student involved in substance abuse. But what would happen to those students? The complication is that society wants the schools to be responsible for providing prevention education, which is reasonable, along with counseling, remediation and a wide gamut of activities for students who become involved in substance abuse, for which many schools lack qualified and trained personnel, funds and other necessary resources.

Teen pregnancy is a major cause of students not completing school. Programs of education, prevention and behavioral strategies to reduce teen pregnancy are needed in the schools and in the communities. At the same time, teens who do become pregnant need to be encouraged to complete high school and begin post secondary education as well.

Substance abuse prevention programs must be a comprehensive part of every school curriculum. The Navajo Nation's Beautyway curriculum needs to be incorporated into the prevention programs of the schools.

Schools and communities must provide for Native young people healthy recreational opportunities and extracurricular activities that address cultural values as well as alcohol and substance abuse.

Programs must begin in the early grades and at pre-school levels and not be postponed until middle or high school when problems are urgent and rapidly escalating.

Alcohol and drug abuse should be addressed at an early age to students by instructors that are knowledgeable of said project.

Funding for prevention/intervention programs for drug/alcohol, teenage pregnancy, AIDS information and gangs.

Make prevention, counseling, intervention, and AIDS education a part of curriculum development.

2. Special Needs

Special consideration needs to be given to address the effects of fetal alcohol syndrome on the educational needs of children.

3. Personnel

Substance abuse counselors serving Indian students should be required to complete a tribally designed certification program to familiarize them with Indian values and cultural practices.

The background check/investigation process should be emphasized and expedited and combined as a part of internal in-service training.

Increased funding for hiring (counselors) and information, on alcohol and drug programs.

Mandate employee background checks and also incorporate to tribally run schools.

Incorporate alcohol-drug counselors in the schools.

Use more Native personnel to assist in alleviating lack or parental involvement.

Because of the shortage of trained alcohol educators and counselors, non-Indian alcoholism prevention workers need to be paired with an Indian person who can help with training sessions for Indian students.

4. Facilities

Reservation schools typically are housed in inappropriate, ill-equipped facilities. This arrangement discourages the schools from meeting the needs for multi-purpose activities, such as opening school facilities for night community use, providing care for young parents and the development of parent/community made materials for publication within the school settings.

Schools must safeguard the right of every child to attend a safe and secure school facility with a positive learning environment which enhances students' self-esteem. Compliance with building codes, including early childhood facilities, need to be enforced.

Increase funding for school facilities and provide them in a more timely fashion. In addition, guidelines for school size, etc. promulgated by the BIA must be reviewed and made more reasonable and realistic.

5. All schools receiving Federal funds must adopt a policy affirming the goal of safe and alcohol-free and drug free schools.

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6. Resources should be provided by the Federal government to assure that every elementary, middle and high school has the services of a library media specialist. Congress should provide categorical funding for library development in publicly funded schools, including technologically based instructional resources and means to access off site information electronically.

7. Curriculum

Native American authors should be recruited to develop educational materials to be made available to Native American students. Funds to support their work should be allocated and funds provided to libraries and schools to purchase the works produced by such authors and other Native American writers.

Increase education of alcohol effects within schools and communities.

8. Transportation

The physical support for public education is threadbare in the Navajo Nation. School buses are inadequate in number and often ancient and in need of constant maintenance. Students often cannot participate in after school extracurricular activities because there is no way for them to get home. Even for the regular school day, students often spend an hour or more each way riding old, uncertain buses over inadequate, poorly maintained roads.

Safe-continual bus transportation for Indian students.

9. Adequate funding is required to ensure that school libraries and classrooms are well supplied with culturally relevant and engaging books, magazines, newspapers, videos and films.

10. Libraries should be staffed with qualified librarians and should use automated, up-to-date computerized information retrieval systems.

11. The educational system must develop culturally sensitive programs and services which identify and meet the special needs of fetal alcohol syndrome, AIDS and Agent Orange effects on American Indian children.

12. Strict enforcement of tobacco use in schools.

13. Planning pilot projects for student assistance programs.

14. Schools must make greater efforts to keep drugs and alcohol off campuses and to improve general safety for school children.

15. Reservation and BIA schools need to be made more attractive to attract top quality educators.

16. Schools should incorporate, at the earliest opportunity, the effects of alcohol on students and families. Schools should devote time to inform students of the various jobs and locations available in the country as well as prepare them for opportunities abroad.

## State Issues

1. The problems of funding for facilities must be addressed positively and immediately.

2. This is one of several areas where society is placing a heavy burden upon the schools to counteract what is happening in the homes and on the streets without providing at the same time the full support and resources necessary to carry the burden.

3. Family, peer and community support systems should be a part of every program.

4. Programs should include training materials such as videos and manuals that help people learn to teach and assist others.

5. Additional funding for drug and alcohol prevention programs.

6. Programs should be established which will foster the development of spiritual identity, cultural reinforcement and abstention among Native American students in public, private and Federal educational institutions and programs, preschool through college.

7. The educational system must develop culturally sensitive AIDS prevention programs and disseminate the information within the American Indian communities.

8. Early intervention programs must address issues related to dysfunctional families, Fetal Alcohol Syndrome, child abuse and substance abuse.

9. Coordination with existing programs and/or inter-agency agreements with various programs.

10. Development of a Youth Treatment Center in Nevada. Securing funding for, building, staff, maintenance, etc.

11. Involvement (politically) with the state government.

12. Legislation for "drug free" facilities with all tribal programs.

13. The establishment of the State Indian Child Advocacy Council to ensure the health, protection and education of Indian children.

14. Culturally appropriate interventions for alcohol and substance abuse, AIDS and sex eduction, parenting skills, counseling (personal and career), suicide intervention, and academic support must all be targeted for development and implementation.

15. Full and timely funding to meet school construction needs must be a priority so children are education in environments that build on traditional values rather than tear them down.

16. Provide funding for an Indian drug alcohol counselor to provide outreach to the college campus for American Indian students.

17. More money for programs dealing with alcohol drug abuse prevention for families.

18. Mandatory drug testing.

19. Recruitment of Native American D.A.R.E. officers.

20. Enforce what is in place as far as drug and alcohol free environment.

21. All laws (state, local, Federal and tribal) need to reflect the unique needs of Indian students, especially in terms of the impact of chemical dependency and the addictive environment to which many Indian students are exposed.

22. Because of the shortage of trained alcohol educators and counselors, non-Indian alcoholism prevention workers need to be paired with an Indian person who can help with training sessions for Indian students.

23. Health care, such as alcoholism treatment, needs to be Indian specific.

## Federal Issues

1. Establish Federal laws, regulations, and controls which would eliminate opportunities for the sale of controlled substances or alcohol to school children.

2. Facilities

   One of the greatest problems facing Indian students is the lack of adequate educational facilities. For public schools located on or near Indian lands, most of the problems regarding facilities stem from Public Law 81-815, Impact Aid, which is outdated and underfunded.

   Its provisions prohibit Impact Aid money from being used to replace facilities which were built with the same funding. Buildings constructed some 40 years ago were not designed for the age levels or educational needs of today's students.

   The Federal government must recognize and accept its responsibilities to American Indian students because the presence of federal trust land reduces property taxes for facilities development to almost nothing.

   The problems of funding for facilities must be addressed positively and immediately.

3. This is one of several areas where society is placing a heavy burden upon the schools to counteract what is happening in the homes and on the streets without providing at the same time the full support and resources necessary to carry the burden.

4. Where Federal laws and regulations prohibit or are not supportive of such coordinated efforts, they will need to be changed to pool resources to meet common objectives.

5. Infrastructure

   To address this need, funding for BIA schools and public schools needs to more realistically address school bus transportation needs in rural areas. Directives to GSA, to states setting transportation allowance for evaluated school districts are needed. In addition, the BIA and the Department of Transportation need to undertake a comprehensive analysis of road development needed in the Navajo Nation and other Indian Nations, with priority given to roads needed for school bus routes. Once need has been accurately assessed, a prioritized, multi-year plan to pave and improve roads needs to be established and incorporated into each year's Federal budget.

   School facilities likewise need to be comprehensively renovated, rebuilt and added to. Neither in public nor in BIA schools do Navajo students enjoy facilities which are structurally sound or academically appropriate. As a first step, the Congress or the President should call for a comprehensive inventory of existing school facilities in Indian nations in both the BIA and state public school systems and a realistic assessment of school construction and school renovation needs. The physical state of school facilities in Indian country belies the words of support for Indian Education emanating from the federal government. A comprehensive Federal initiative to improve school facilities would be a good way to initiate the Federal tribal alliance for school improvement.

   In reference to P.L. 100-297, provisions must be included to assure safe facilities, forward funding and additional transportation needs.

6. Family, peer and community support systems should be a part of every program.

7. Programs should include training materials such as videos and manuals that help people learn to teach and assist others.

8. Traditional Native American religious practices such as the use of peyote in religious services should not be a casualty of the war on drugs.

9. Additional funding for drug and alcohol prevention programs.

10. Programs should be established which will foster the development of spiritual identity, cultural reinforcement and abstention among Native American students in public, private and federal educational institutions and programs, preschool through college.

11. The education system must urgently develop culturally sensitive AIDS prevention programs and disseminate the information within the American Indian communities.

12. Drug-free schools legislation must be changed, allowing Indian tribal government the same access as an LEA.

13. Pass legislation to provide family preservation services, promote a community-based system of care for children and ensure treatment for families affected by substance abuse.

14. Early intervention programs must address issues related to dysfunctional families, Fetal Alcohol Syndrome, child abuse and substance abuse.

15. Coordination with existing programs and/or inter-agency agreements with various programs.

16. Development of a Youth Treatment Center in Nevada. Securing funding for, building, staff, maintenance, etc.

17. Channel money to tribes and not to the state.

18. Legislation for "drug free" facilities with all tribal programs.

19. Culturally appropriate interventions for alcohol and substance abuse, AIDS and sex education, parenting skills, counseling (personal and career), suicide intervention, and academic support must all be targeted for development and implementation.

20. Full and timely funding to meet school construction needs must be a priority so children are education in environments that build on traditional values rather than tear them down.

21. Provide funding for an Indian drug/alcohol counselor to provide outreach to the college campus for American Indian students.

22. More money for programs dealing with alcohol/drug abuse prevention for families.

23. Mandatory drug testing.

24. Recruitment of Native American D.A.R.E. officers.

25. Enforce what is in place as far as drug and alcohol free environment.

26. All laws (state, local, Federal and tribal) need to reflect the unique needs of Indian students, especially in terms of the impact of chemical dependency and the addictive environment to which many Indian students are exposed.

27. Health

Health care, such as alcoholism treatment, needs to be Indian specific.

Indian Health Service screening need to include screening for Fetal Alcohol Syndrome/Effects for children as well as adults. Screening for other development delays and chronic health problems which impact learning also need to be more thorough.

IHS needs to develop a curriculum on FAS. The curriculum then needs to be given out to the schools.

28. The President's efforts into drug/alcohol prevention programs should be continued -- demonstration projects should be turned into service projects to serve reservation community.

29. Need to continue drawing on resources of a wide variety, i.e., Chapter I, Title V, Title VII, JOM, Impact Aid and drug and alcohol programs for individual growth.

## Other

1. All groups must choose, use and evaluate facilities, textbooks, technologies and other resources in teaching based on statistical evidence of success of the product and upon accepted outcome measurements.

2. Research

The Federal government should alter the Library Services and Construction Act (20 USCA 351 et seq.) as well as the Higher Education Act (20 USCA 1001 et seq.) to designate a Federal Native American Educational Facility as a National Cultural Education Center; to fund it as such; and to authorize the center to obtain and hold electronic duplicates of all Native Materials held or generated by the federal government; and to establish an educational curriculum program to train students and adults Native and non-Native in the skills of preservation of historic materials, museum operation, librarians and the operation of electronic communications networking. In addition, the archivist of the United States should be encouraged to lend all assistance in the establishment of the Center.

Increase library services for tribally controlled colleges, including cooperative agreements with state and local libraries and the Library of Congress. This would include interlinking and increased educational innovations, interactive technologies and tribal museums where access to information of the past and present will better serve the needs of Indian students and research.

Tribes should cooperate in the creation of a national clearinghouse on alcohol/drug abuse information to assist Indian communities and determine a workable curriculum for Indian students.

# TOPIC 5
# EXCEPTIONAL EDUCATION

Categories have been developed to facilitate the development of plans of action and strategies by the Conference Delegates. They are:

1. Student Concerns
2. Family Issues
3. Community/Tribal Issues
4. Educational Institution Issues
5. State Issues
6. Federal Issues
7. Other

The configuration for the state recommendations will also promote uniformity in the eleven concurrent group sessions to ensure that efforts by the Delegates and observers are maximized within time constraints for these sessions. An added benefit that should result from these categories will be the ability to transfer plans of action into either legislative or administrative proposals. When the plans of action are put into legislative or administrative proposals, funding needs and priorities will be easier to identify and secure.

## Student Issues

1. A special effort must be made to target Indian students who have superior cognitive or performance ability and make available special programming the will enhance these abilities.

2. Support Services

   Schools must provide services for American Indian students who do not meet the state guidelines of special education or learning disabled, but who do not function at grade level because of different learning styles.

   Provide educational support services to those students who are gifted, talented, and creative; those students with physical and/or mental handicaps, and those who require rehabilitation. All Native American children have a right to equal education.

3. Gifted and talented American Indian students must have the opportunity to be identified and receive the necessary program support to best meet their needs.

4. Allow students to receive counseling with federal monies and have a payback system like IHS does.

5. Testing

   Strict regulations and enforcement of admitting students into special education.

## Family Issues

1. Parent Training

   There must be more emphasis on parental training. Issues would include FAS/FAE, how to communicate with schools, developing and improving parenting skills.

   North Carolina Indians believe that the parents of Indian students need to be better trained and educated about their responsibility as parents.

   Develop/initiate strong parenting classes.

   Mechanism for teaching parent skills.

2. Support Services

   We need to assure that the care of our elders is culturally revelant and based upon their needs.

In achieving the National Education Goals special federal attention should be addressed to Head Start in Indian communities; that priority for parental training in nutrition and health care be enhanced; that local tribes be allowed and encouraged to define what is a "culturally related" need and that adult education funds for literacy be increased.

Crisis respite services must be increased.

Services providing care and aftercare should be available in rural areas. Traditional healing methods should be incorporated.

Suicide prevention is critical if we are to survive. Due to the high incidence of suicides in Alaska, particularly among young Native males, culturally relevant prevention and intervention programs must be developed and implemented.

Community education needs to develop, in consort with family and tribal mores, parent effectiveness training programs, parent as-sertiveness training programs, day-care services, and Head Start programs that are well coordinated and working for the same goals.

## Community/Tribal Issues

1. Sensitize the community to the waste that is caused by the failure to identify and nurture talent.

2. Infrastructure

   Basic human and community services (i.e., health care, water and sewer) must be available before economic development (tourism) is considered.

3. Employment

   In some areas of the nation, Native tribes generate income from establishing gambling activities. Is this applicable and/or appropriate for Alaska tribes? Viable economic development opportunities must be determined locally.

   It must be widely recognized that economic development and employment increases self-esteem. Affirmative Action policies should include employment and/or training. Compliance of the EEO by Federal contractors must be enforced to ensure that employment opportunities at all skill levels are available to minorities, including Alaska Natives.

4. Traditional family roles need to be addressed to determine how to incorporate changes to address underrepresentation in education. Tribes need to establish education as a top priority for their people and to provide adequate funds to address equity in education.

5. Individuals can be responsible for education by becoming empowered to make the necessary changes to have a well educated society.

6. The Navajo Nation needs to develop a Navajo State Plan for special education, applicable to all schools and programs in the Navajo Nation. This is another critical need that could be better met by a Navajo Department of Education comparable to a state department of education. The Navajo State Plan could also involve development of culturally appropriate diagnostic instruments and procedures, something now almost totally lacking in special education programs in the Navajo Nation.

7. The Navajo Nation should be encouraged and assisted to contract all special education programs operated by or through the BIA. The Navajo Nation should also be assisted to contract and provide all Federally supported services for persons with disabilities for which Navajo people are eligible. This would allow the Navajo Nation to provide a continuum of services that could serve as a model for tribally operated services to disabled persons. Contracting of BIA adult and vocational education would be consistent with this proposal as well.

8. Training resources need to be identified both through scholarship assistance and training resources for such an effort.

9. More control by Native American people.

10. Assess the adult/community education needs of handicapped adults and structure programs to meet their needs.

## Educational Institution Issues

1. Special Needs

   By the year 2000, a cooperative and concerted effort will be launched to identify all gifted and talented Native American students and to provide appropriate services to them in the local schools.

2. Teacher Training

   Teachers and administrators must be trained to recognize and work with the students and parents affected by FAS/FAE.

   Teachers should be sensitive to "Indian studies" in order to enhance the "pride in their heritage" that often shapes the self-concept of Indian students.

3. Personnel

   Native people are not hired at a level equal to capabilities and training, but rather at entry levels to satisfy affirmative action numbers.

   As part of its state plan, the Navajo Nation should establish a comprehensive plan for development of professional and paraprofessional staff working with disabled children and adults.

4. Outreach

   Students, parents and guardians will be made aware of special education programs which are available.

   Universities need to work with reservation tribes in coordinating educational programs on a comprehensive basis.

   Schools should always be places that say "We want you here" to parents. In this regard, school should be places where parents can get referrals about other services available to assist them with any concerns or problems.

5. Testing

   As is the case for Black or other minority children who have not been exposed to the material involved in the test questions or the stimulus materials. (Mercer 1979) Developed the SOMPA: System of Multi-cultural Pluralistic Assessment Technical Manual. Since IQ tests measure primarily "inappropriate content" of middle class values and homes, the application of this instrument may compensate scores with the norm group.

6. Committees

   Creation of conflict resolution committees consisting of both Native and non-Native people to resolve problems: i.e., racism that affects self-esteem and participation in school districts.

7. Curriculum

Tribal colleges need to develop curricula which is coordinated with other-educational institutions that will promote educational attainment throughout the education system.

Design information on current family value systems and delegate to school personnel.

Develop special programs to meet the needs of FAE FAS children through curricula and teacher training. Search for successful models which incorporate tribal values.

8. Area schools need to promote holistic education with the total community as their constituents. School administrators can set the tone by promoting the coordinated effort and getting everyone involved in education.

9. Program Compliance and Evaluation

Culturally sensitive and appropriate methods of assessment and evaluation which accurately reflect the holistic learning styles of Native American Indian and Alaska Native students will be administered to identify and provide educational support services to those students who are gifted, talented, and creative; those students with physical and or mental handicaps, and those who require rehabilitation. All Native American children have a right to equal education.

10. Educators must assure that the needs of disabled Indian children and their families are a priority in the development of strategies and goals.

## State Issues

1. Funding

Provide funding for services to gifted and talented Indian students.

Federal and state policies that affect Indian people, including students, should have "set-aside" funds for Indians.

2. Health

Expand alcohol and drug prevention programs. Establish culturally relevant programs in villages. Encourage the establishment of support groups (talking circles, AA, etc.).

3. Certification

Testing for Physician's Assistant certification must be available in Alaska.

4. The Older Alaskans Commission must be regional and culturally diverse.

5. All states must familiarize themselves with Special Education laws and Federal laws that apply.

6. Recruiting and Retention

A coordinated effort is needed to address the serious under-representation of American Indians in education.

7. Infrastructure

Expanded efforts need to be undertaken to improve housing, transportation and health care.

8. Child Welfare

The establishment of the State Indian Child Advocacy Council to ensure the health, protection and education of Indian children.

9. Coordination

Advocate for disabled Indian children at both state and tribal levels to assure collaboration and efficiency in the delivery of services.

10. Personnel

District policies on gifted and talented programs that stress sensitivity to Native American qualifications.

11. The Utah State Office of Education establish a task force in concert with Indian tribes to conduct a thorough study of service needs, program services available and to draw up a comprehensive long term special education service delivery plan to meet the unique needs of the Indian handicapped under PL 94-142. The delivery plan to include categorical funding to serve the Indian handicapped who are on reservations where the need for services is most critical.

12. The Utah State Office of Education, special education services department, Indian tribes, and Indian educators must work in concert to initiate concrete efforts of developing alternative and or supporting academic testing instruments which take into consideration the Indian students unique characteristics.

## Federal Issues

1. Funding

Provide funding for services to gifted and talented Indian students.

Federal and state policies that affect Indian people, including students, should have "set-aside" funds for Indians.

Funding for gifted and talented students be allocated similar to special education so program needs for students can be planned in advance.

Grant monies should be made available to address the needs of the special needs of Indian children.

Often times Indian Education is thought of in terms of those children who are academically deficient, however some community programs have insisted on expanding the scope of their programs. It is identified throughout this narrative that funding continues to be a main issue for existing and future programs developed. Not only does the Nevada State Steering Committee recognize and confirm the need for increased funding for existing programs but recommends the allocation of more funds for Pilot, Planning and Demonstration projects for innovative approached which can be replicated in other areas.

Funding to address special needs of non-traditional students, teenage parents, handicapped students as well as parent community student proactive education addressing social issues.

Need for funding allocations for special education activities, like the New York Iroquois Conference.

2. Establish and support a tribal college in the State of Alaska prior to the year 2000, addressing the educational, health related, economic development, social services and Native studies. Financial support must be available for post-graduate studies in all areas in higher education.

3. Health

We need both clear standards established for basic health care for families and unlimited access to that health care. There is usually one practitioner in a village. There is a need for another option, which is currently not available.

A mental health program must be developed and established in villages and it should be modeled after the Community Health Aide Program. (The CHAP program is a regional program which identifies, trains and employs a Health Aide to provide each village with basic health care service through the regional health corporation.)

Expand alcohol and drug prevention programs. Establish culturally relevant programs in villages. Encourage the establishment of support groups (talking circles, AA, etc.).

Hepatitis B vaccination: Is it required? What is the vaccine derived from? More information needs to be provided.

The Community Health Aide Program needs to be supported. There is never enough funding for this program.

Indian Health Services need to coordinate programs with educational institutions in promoting family wellness so that a focus on education can take place.

4. Legislation

   Medicare must be extended to home health care.

   Federal laws regarding special education, BIA school operations, self-determination contracting and Impact Aid funding need to be evaluated and changed where necessary to permit the Navajo State Plan to be developed and applied to all Navajo schools.

5. Service providers do not understand the background (rationale) of federal services. These services are not a free handout, but rather a result of constitutional law.

6. Native people take pride in their ability to provide for themselves and their families. Children are exposed to traditional religious practices and are encouraged to learn tribal traditions which, in turn, strengthen the child's identify and helps them find their place in the world. Federal regulations must recognize and uphold the rights of

   Native people to hunt moose and other game for religious ceremonies (i.e., potlatches). The traditional Native way of life is endangered, decisions must recognize and lessen the economic and human impact on Native people.

7. Recruiting and Retention

   A coordinated effort is needed to address the serious under-representation of American Indians in education.

8. Boarding schools should be closed so that the responsibility of teaching, raising, and socializing children remains in the family, in the local schools system, and within the community.

9. Infrastructure

   Expanded efforts need to be undertaken to improve housing transportation and health care.

10. Federal policies should assist in creating "incentives" to get parents more involved in the education of their children.

11. One area of concern relates to the traditional relationship between Indians and the land; the inherent privilege of fishing and hunting should be ensured by the federal government for future generations.

12. A great concern to conference participants was special education. The Navajo Nation faces a crisis in special education. this crisis is most severe in the BIA-funded schools but it is serious throughout. The Congress or thePresident needs to investigate the critical situation of special education in BIA schools, where lack of resources and program failures place the entire program in violation of PL 94-142. A comprehensive plan to bring the programs into compliance is urgently needed.

13. Coordination

Intergovernmental agreement be formalized between Indian Nation and U.S. government for the formation of a Department of Indian Education that would consolidate funding resources, formulate policies, regulations and definitions based upon mutual collaboration of tribes.

Advocate for disabled Indian children at both state and tribal levels to assure collaboration and efficiency in the delivery of services.

14. Re-examine Snyder Act. Should graduate education be free?

## Other

1. Research

Make students, parents and guardians aware of special education programs which are available.

Comparable instruments need to be applied through further research application and data analysis made available via open fellowships grants to independent interested personnel.

2. Urban

Native people in Alaska reside in rural areas of our state and in urban areas -- closer to services, jobs and housing. In urban areas, Native people often do not have adequate central meeting places to practice cultural heritage and receive needed services. Native people understand that participating in cultural practices is a way of strengthening the community, families and children. Funding must be provided to urban settings which provide central meeting areas and services for Alaska Native people.

State agencies should assist urban school systems with negotiating in good faith with tribes for the delivery of special education initiatives to serve the need of urban youth and adults.

3. Data

The Navajo Nation lacks credible data on special education. Such data should be compiled through the cooperation of IHS, the BIA and public schools. This will provide a baseline for evaluating the extent of need for special education services.

# TOPIC 6
# READINESS FOR SCHOOL

Categories have been developed to facilitate the development of plans of action and strategies by the Conference Delegates. They are:

1. Student Issues
2. Family Issues
3. Community/Tribal Issues
4. Educational Institution Issues
5. State Issues
6. Federal Issues
7. Other

The configuration for the state recommendations will also promote uniformity in the eleven concurrent group sessions to ensure that efforts by the Delegates and observers are maximized within time constraints for these sessions. An added benefit that should result from these categories will be the ability to transfer plans of action into either legislative or administrative proposals. When the plans of action are put into legislative or administrative proposals, funding needs and priorities will be easier to identify and secure.

## Student Issues

1. Eligibility

   All Native Indian children should be eligible to participate in Head Start, funding increases necessary.

   Critical for Head Start eligibility to be broadened so that all children and families can receive these invaluable services.

   By the year 2000, all Native American children should not just have "access to" early childhood education programs. These programs should provide them with language, social physical, spiritual, and cultural foundations necessary to succeed in school and reach full potential (mandated for all levels: federal, state and local goals).

2. Ensure that Indian students have priority enrollment in programs designed and specifically funded for them.

3. Screening

   Increase identification of childhood and adolescent problems by implementing comprehensive intervention and screening programs. Efforts should occur at all levels (Federal, state and local).

   Develop comprehensive screening procedures to identify each child's developmental level for use as the basis for an individualized educational program.

4. Head Start Services

   Must address all needs of child: health, nutrition, mental health, special needs (handicapping conditions or gifted and talented), and family-related services.

   Comprehensive services for students, develop and implement model for public education program that would complement those existing services to students.

5. Students should be encouraged to do more than seek a general equivalency degree through strong counseling programs, which should be implemented very early in their educations.

## Family Issues

1. Parent Training

Accessibility of early childhood education and parenting program.

Parents must become partners in process by assuming increased responsibility for initial education of their children and being held accountable for this.

Families must have good parenting skills, access to adequate health services and provide an appropriate role model for their children. Parents and families must be involved throughout their children's preschool experiences, provide foundations to learning and the bridges to increasingly more formal educational experiences. Families with strong spiritual and cultural values provide greater opportunity for successful educational experiences for children. Funding not adequate for acceptable programs to parents, families and children.

Priority for parental training in nutrition and heath care.

Reinforcement of parenting skills needed to be provided in: positive adult-child interactions; tribal language and cultural understanding and appreciation; and single and or teenage parent responsibilities.

Parental involvement essential to success of early childhood programs, funding through Headstart for parental involvement activity discretionary. All programs compete for funding in this category, only some get funded. Separate funding for this activity necessary, through statutory and regulatory changes. Goal to get all programs funded for this purpose.

Mandate parent training workshops in Head Start and day care centers.

Use adult education monies to help with early childhood programs.

Parent education and involvement must continue to be emphasized in early childhood programs, this involvement can be carried into other school experiences.

Parent training should be implemented about fetal alcohol syndrome (FAS) and fetal alcohol effects (FAE).

Parent training for young and expecting high-school aged parents.

Encourage parents to teach their children the religious, spiritual aspects of Indian culture.

Parents are also beneficiary of training, by bringing them into the academic arena, and improves their communication skills overall.

2. Services

All Indian parents must have access to medical and nutritional service before, during and after pregnancy to ensure healthy children.

Adequate funding must be provided for pre-natal and parenting classes for each and every child. Coalitions should be formed to work with other groups towards this goal.

Indian parent participation in their children's education by providing comprehensive information regarding school services and systems.

Early intervention programs must address issues related to dysfunctional families, Fetal Alcohol Syndrome (FAS), child abuse and substance abuse.

Head Start must address all needs of child, including family-related services.

3. Extended Family

Parents and elders should be welcomed a partners in early childhood programs.

Parents and extended family should have opportunity for involvement in program policy making, curriculum development, classroom participation, evaluation and recommendations for change.

## Community/Tribal Issues

1. Expanded early childhood learning centers should be recognized as an economic development step that could help create other forms of economic activity.

2. Demonstrate to tribal leaders the role of effective early childhood programs in meaningful economic development activities. Expansion of such centers and accompanying jobs would provide economic activity.

3. Social and cultural events should be created to involve parents and the community in the school.

4. Safe transportation is crucial for early childhood programs.

5. Indian communities must receive assistance in assessing local needs, resources for funding, and development of programs to meet the needs of young children.

6. Tribes must develop educational plans to meet the needs of children of working parents, special needs children, at-risk children and Head Start-aged children.

7. Increase involvement of the private sector.

8. Coordinate with other community resources, i.e., WIC, mental health and JOM programs.

9. Tribes should have control over eligibility guidelines.

10. Study on impact to tribal society and values of early childhood programs should be conducted. Also include the quality of later school experiences relative to child's participation in Head/Homestart, to be used for improving program.

11. Facilitate/provide for community commitment/opportunities.

## State Issues

1. Statewide training to personnel and parents, on a regular basis on the specific program guidelines where the children on enrolled, particularly on how parents should participate.

2. State matching funds to Federal funds for early childhood education programs for children from state and Federally-recognized tribes, which will be implemented in cooperation with the LEA's and the Parent Advisory Committees.

3. Reduce bureaucratic red-tape and historical lack of cooperation, especially in the area of early childhood education.

4. Early childhood education programs should be available to all Native American children. Expand such programs to provide both learning centers and an effective outreach program (which involves parents).

5. Inadequate facilities exist for early childhood programs. Tribal, state and federal leaders must be educated on advantages in long term by providing such services in the areas of social welfare, crime, etc.

   Provide adequate funding for facilities and transportation, particularly in rural and reservation areas.

6. Provide specialized training for staff, adequate salaries to skills level, develop tribal-specific curriculum. Expand program to serve additional children.

## Federal Issues

1. State matching funds to Federal funds for early childhood education programs for children from state and federally-recognized tribes, which will be implemented in cooperation with the LEA's and the Parent Advisory Committees.

2. Reduce bureaucratic red-tape and historical lack of cooperation, especially in the area of early childhood education.

3. Early childhood education programs should be available to all Native American children. Expand such programs to provide both learning centers and an effective outreach program (which involves parents).

4. Inadequate facilities exist for early childhood programs. Tribal, state and Federal leaders must be educated on advantages in long term by providing such services in the areas of social welfare, crime, etc.

5. Provide specialized training for staff, adequate salaries appropriate to skill level, develop tribal-specific curriculum, expand programs for serve additional children.

6. There is a need to count early childhood in formula grant projects, the need to identify a new and alternative and equitable process (instead of form 506) for counting and determining eligibility. In addition, they also emphasized the need to explore alternative schools, and the need to fund programs at authorized levels.

# TOPIC 7
# NATIVE LANGUAGES AND CULTURES

Categories have been developed to facilitate the development of plans of action and strategies by the Conference Delegates. They are:

1. Student Issues
2. Family Issues
3. Community Tribal Issues
4. Education Institution Issues
5. State Issues
6. Federal Issues
7. Other

The configuration for the state recommendations will also promote uniformity in the eleven concurrent group sessions to ensure that efforts by Delegates and observers are maximized within time constraints for these sessions. An added benefit that should result from these categories will be the ability to transfer plans of action into either legislative or administrative proposals. When the plans of action are put into legislative or administrative proposals, funding needs and priorities will be easier to identify and secure.

## Student Issues

1. As with any other learner, an Indian student is influenced by both heredity and the environment. North Carolina Indians believe, however, that the most important influence would be more positive Indian "role models." To increase Indian role models, major efforts will be needed by all concerned.

2. Efforts need to be undertaken at the Federal, state and local levels to focus more attention on the different learning styles of students, including Indians, and that more application teaching be encouraged.

3. Culturally sensitive and appropriate methods of assessment and evaluation which accurately reflect the holistic learning styles of Native American Indian and Alaska Native students will be administered to identify and provide educational support services to those students who are gifted, talented, and created.

## Family Issues

1. Create young parent education programs - parents need to learn the language.

2. Parents must teach native languages and culture at home to enable the schools to effectively reinforce the learning.

3. Parents can share responsibility for change by assisting schools to impart cultural uniqueness of American Indians.

4. Schools must utilize positive role models such as making parents a resource in classrooms.

5. There is a need to use similar linguistic families to reconstruct lost languages.

## Community/Tribal Issues

1. Each tribe should develop appropriate curriculum to ensure relevancy. Admission requirements should be designed so that every child has an opportunity to participate.

2. Identify and define age-appropriate values for Indian students related to traditional ceremonies marking various states of physical and mental development and ensure that these values are included in policy development.

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3. Tribes should ensure that children are bilingual, since language is a key to continued survival of Indian cultures.

4. Schools must utilize positive role models such as making parents a resource in classrooms.

5. A strong effort needs to be made to identify local resource people to assist school districts in teaching language and culture, developing instructional materials, and translating, when needed.

6. To enable eminent community members and elders to teach language and culture, alternative forms of certification must be developed. This certification should allow both benefits and salary compensation equivalent to that of traditionally certified teachers.

7. Elders are extremely important as teachers of language and culture, and it is also the area in which teacher certification becomes an issue. Central to this commitment to perpetuate and value Native languages is the need to demand recognition of tribal languages as of equal importance as other languages taught in the schools. The world is truly a global community and any education is inadequate that does not teach respect for one's own language and culture and the language and culture of others. Without a multicultural education, Native students are unequipped to function successfully in their own and the global culture.

8. Provision of training to all those people (parents, educators, tribes, communities) to reduce ignorance and misunderstandings of both Native and non-Native culture.

9. Social Service Agency staff needs to be respectful of American Indian religions.

10. Bring in Native Americans (including elders) who know the language and culture to assist with curriculum.

11. Implement tribal education codes and actively do them.

12. Tribal Education Departments, in collaboration with local school administrators, must develop bilingual and bicultural programs.

13. Parents and elders must be turned to as a resource. Elders must be able to be teachers both to students and to educational staff. They are repositories of expertise and understanding of Navajo traditions and values. They are a resource that must be taken in to the schools, and used to broaden the educational base of both students and staff. Again, funding requirements must be supportive of such a use of community people, or must be changed to become supportive.

14. The Navajo Nation needs to identify the core competencies, in-service experiences and cultural awareness training required of all teachers of Navajo children and require that all teachers certified to teach Navajo children obtain such competencies and training. Every Indian nation needs to be able to establish such requirements.

15. The Navajo Nation needs to develop a Navajo language curriculum for all schools in the Navajo Nation or with a significant number of Navajo students and to require that such a curriculum be offered. This goal requires that the Navajo Nation enjoy a Department of Education status comparable to state education agencies in the establishment of standards and curriculum requirements. It parallels the goal of Navajo social studies development identified in the previous category.

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16. Means must be found to support the development of oral history projects to preserve Native American cultural traditions and materials. Such efforts should be undertaken through the inter-generational learning projects. The results of oral history preservation should be used to develop educational materials for Native American young people.

17. Coordinate with Senior Citizens programs in their areas.

18. Approximately 50% of the conferees indicated that Goals # 2 and # 9 should remain more a local responsibility. The comments provided by those who supported this thesis focused on their belief that families, tribal communities and tribal education programs should have initial responsibility for providing the cultural specific foundations necessary to succeed in school and reach their full potential as adults (i.e., language, values, customs, traditions, spiritual foundation).

19. Develop teams of elders and other bilingual persons who through paid or volunteer services can spend time in the classroom integrating language into teaching and curriculum.

20. Tribal Councils should declare a right to language preservation and maintenance and mandate its use in tribal operations.

21. Elders and traditional people are provided opportunities for pay or as volunteers to join teachers and other educators in the classroom working with children, modelling tribal values and teaching tribal ways.

22. To implement multi-disciplinary and multiple strategies for adult education and community education services.

23. Tribes should assume greater responsibilities in orienting new staff members to their culture.

24. Tribes, states and educational institutions develop philosophies of education which recognize the importance of diversity and pluralism in our schools and our lives.

## Education Institution Issues

1. Curriculum

Curriculum content and materials must be accurate, complete and include local, state and national contributions of Alaska Native/American Indians.

A curriculum guide needs to be developed to teach the individual languages throughout the state.

Early childhood programs in languages need to be implemented.

The pre-conference participants most strongly recommend that school districts must support the mandate for Native studies and Native languages to be taught in our schools.

To develop mathematics and higher order cognitive skills while building on children's bilingual and bicultural experiences.

Effective bilingual programs must include native language maintenance, respect for diversity and cross-cultural learning opportunities of all students.

Physical education should be mandatory for all students.

Fluency in a Native American language should be fully recognized to fulfill the foreign language requirement at any school or college.

Multicultural education should be part of the curriculum for all students. We must not make the mistake of further segregating children by teaching only Indian children about the Indian culture. This must be a universal curriculum for producing understanding and thus cooperation among children of different cultures.

Each school board should decide how extensively history, literature and traditions of Indian nations should be incorporated into the basic curriculum. Multicultural education is good for all students.

In addition to conventional teaching methodologies, innovations in class instruction and curriculum designs must be considered to accommodate Indian families who reside in rural locations (e.g., credit, life experience, paid and trained home-based Indian tutors who act a tribal liaisons with schools, a mobile van unit providing parenting and language services).

The academic term, "competency," must be re-defined in educational institutions to include the value system of American Indians.

Indian youths must be prepared for leadership roles. In-school projects should capitalize on Native music, art, language, and sciences, tribal histories and native culture. Tribal youths and others must learn about their contemporaries in governments, tribal leadership roles, actors, authors, politicians, entertainers and their accomplishments. Efforts must be made to recognize Indian people and Indian achievements at national levels.

At a minimum, public schools need to offer language instruction in the predominate languages represented in the Native student population. Independent studies could be developed for individual students.

On-site visitations, exchange programs, and call link-ups with other schools, community colleges, Indian colleges, and urban and reservation schools are particularly important for Colorado's Native students to maintain language acquisition and stimulate interest in traditional cultures.

Maintenance of tribal cultures is dependent on young people learning to read, write, and speak in their own languages. Although it is easier to provide instruction in Native languages in schools adjacent to reservations, it is equally important for youth in urban schools.

School programs should offer students the opportunity to frequently interact with strong Native role models and mentors.

It is well documented that history in schools is inaccurate and biased toward the Eurocentric viewpoint; and it is necessary for Native and non-Native children to obtain an accurate understanding of the Native cultural heritage and
contributions; therefore, states and local school districts should be mandated to develop programs to enhance appreciation of native and non-Native people for Native cultural heritage and contributions.

The education of American Indians is hampered by the absence of adequate curriculum development centers, alternative delivery systems, e.g., telecommunications and libraries.

Centers should be established which focus on native language issues; provide technical assistance in developing language assessments; and conduct research on native language programs.

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Literacy for Navajo students should be defined as literacy in both English and Navajo. This is only consistent with the role of the Navajo language in Navajo society. Students seeking academic financial assistance from the Navajo Nation should be required to demonstrate competence or take at least one semester of coursework in the Navajo language. Basic skills competencies in Navajo languages and Navajo social studies should be incorporated into the grade level competencies in all publicly funded schools in the Navajo Nation.

Native American languages need to be taught in the public schools as are Spanish, French, German, etc.

Zero in on the language once they are past the third grade.

Develop language curricula specific to the dialect, the community/ reservation and the demographics of the learner. Tribal colleges and tribal contract schools can take the lead on this.

Native American students should be taught using appropriate strategies, i.e., cooperative learning from their learning styles.

Indian Education, state Departments of Education curriculum frameworks, and School Districts must develop the proper curriculum in order to improve the education of Indian students. To Indian students, it must seem that they, their people and history do not matter or have been forgotten. As a consequence, their world knowledge seems at odds with mainstream curriculum and they have difficulty fitting in. The Indian sense of self-worth is critical for efforts toward academic achievement and is so often deteriorated by early grades.

Courses need to be developed to help teachers work effectively with Native children relative to social issues such as child abuse, neglect and suicide prevention. The universities need courses that prepare teachers for multicultural Alaska Native learning styles and cross cultural communication.

Effective methods to educate at an early childhood level include the use of bilingual personnel, continued staff training, use of hands-on activities, ample opportunities for oral language development and the introduction of native language in preschool.

Teachers must be effectively trained in cultural sensitivity to the needs of Indian children and their families, especially in early childhood and primary grades.

Relevant university programs which focus on strengthening Native cultures for example, Native languages and history courses are need as well.

Tribally specific early childhood needs for language and social development need to be addressed through development of culturally sensitive, bilingual education curriculums which positively incorporate the cultural lifestyles of Indian children.

Bilingual education programs should continue to play an important role in our schools. Bilingual education is a means of assisting children who are more fluent in their tribal language than in English to benefit from the school program.

A bridge can be built between modern technology and traditional culture by showing how math and sciences are a vital part of Indian culture. The Math Engineering and Science (MESA) Program now including Indians in California can serve as a model.

Integrate American Indian languages into the curriculum to affirm the validity of American Indian culture, and increase motivation for learning.

The curriculum must be developed with input from local Indian tribes/community and be culturally and academically relevant to the group it will serve. Complete and accurate data must be available.

The school curriculum should teach about the concept of culture and how the majority culture is similar to and different from other cultures in America. All students should learn about and develop respect for a variety of cultures, including Native cultures.

The native language must be valued and used within the curriculum and learning environment on a daily basis through teacher-child interactions,

At the core of much Navajo dissatisfaction with the current governance structure of schools educating Navajo children is that the Navajo Nation has not been able to integrate instructions in Navajo language, history, government and cultural traditions into the basic curriculum of publicly funded schools in the Navajo Nation. Despite the adoption of Navajo education policies calling for the inclusion of such Navajo specific course areas, few schools have even attempted such offerings.

The Navajo Nation considers education the key to cultural continuity or the path to cultural dissolution. Studies in Navajo language, social studies and cultural studies MUST be included as part of the basic educational program of all Navajo children if the Navajo People are to persist as a distinct people.

Curricula which teaches land history, use and decision making models to be integrated at all grade and age levels.

Develop curricula that fosters and honors traditional leadership and appropriate contemporary leadership.

Multicultural education philosophy must be infused into the curriculum at all levels. The history, impact and contributions of American Indians must be included.

Development and implementation of a "Core Indian History and Culture" curriculum which is articulated throughout all grade levels (K-12) which reflect past, present, and future contributions of American Indian people in the development of the U.S.A.

USOE budget allocation needs to be made for continued Indian history and culture curriculum development. A component would be to develop an audio/video film library.

The curriculum at all levels should include true and accurate Indian history at public schools. This should be taught as part of Wyoming history, U.S. history, and government classes. By doing so, some misunderstandings and wrongful assumptions on non-Indian parts could be cleared up.

## State Issues

1. It was recommended that the indigenous language and culture be required instruction in public education.

2. Consensus in recommending increased funding for teaching of Native languages. Native language instruction must be equal to and receive recognition and acceptance in the curriculum as other languages in curriculum offerings. Support for SB 1595, Native language Enhancement Act from the regional WHCIE required. Support for the State Legislation HB 352, relating to a curriculum for Native language education.

3. Estimated cost: 1) Need to set dollar amount with no competition; and 2) Examine alternative methods of cost delivery.

4. States should cooperate with tribes to establish tribal government and cultural curricula in schools.

5. In California there are no identifiable funds available for literacy programs for Indian tribes and communities from state sources. With no statistical data, the lamentable status of American Indian literacy is neither confronted nor challenged.

6. There must be funding to develop tribal and urban literacy programs with relevant methodology, curricula and either an Indian staff or staff trained to work with Indian people.

7. Recognize importance of American Indian language studies.

8. Indian Education, State Departments of Education curriculum frameworks, and School Districts must develop the proper curriculum in order to improve the education of Indian students. To Indian students, it must seem that they, their world knowledge seems at odds with mainstream curriculum and they have difficulty fitting in. The Indian sense of self-worth is critical for efforts toward academic achievement and is so often deteriorated by early grades.

9. Funding should be provided so that community members and elders can develop dictionaries, handbooks, and instructional materials such as audio tapes and computer lessons in Native languages. Funding should also be included for necessary technical assistance.

10. Native languages must be accepted as meeting high school graduation requirements and college entrance requirements.

11. It is well documented that history in schools is inaccurate and biased toward the Eurocentric viewpoint; and it is necessary for Native and non-Native children to obtain an accurate understanding of the Native cultural heritage and contributions; therefore, states and local school districts should be mandated to develop programs to enhance appreciation of Native and non-Native people for Native cultural heritage and contributions.

12. Michigan Department of Education's State Board Continuing Education Unit programs should include opportunities for teachers to become more sensitive to the needs, culture, traditions and history of American Indian students.

13. Michigan American Indian students in higher education are often victims of misunderstandings and racial intolerance both intentional and unintentional. Recently, situations have been exacerbated by the use of American Indian symbols as mascots for college athletic teams.

14. State core curriculum requirements should require the infusion of Native culture history, language, and traditions be taught in all aspects of the school curriculum (state P.A. 25 legislation and national emphasis).

15. That all policies should be culturally, linguistically and developmentally appropriate and should: (a) focus on teaching and learning with the students as the customer; (b) focus on improving the quality of education for Indian students, and (c) focus attention on innovation - to look for better ways to enhance learning.

16. That Bilingual Education (Title VII) recognize tribal languages in the same context as a "second language" (and that the tribal language be recognized for admission in the colleges and universities in North Carolina).

17. State and local regulations and mandates must be implemented to ensure the inclusion of local culture, history and language within the curriculum. Schools with predominate Indian student enrollments should be given specific funds to develop curriculum based on local culture, history, and language.

18. There must be improved support for implementation, accountability, and availability of bilingual programs to maximize the outcome and intent of the Native Language Act.

19. Post secondary institutions must accept native languages as substitutes for foreign languages requirements and recognized English as a second language for native speakers.

20. The Navajo language must be recognized by the colleges and universities of the 4-Corners area and throughout the United States where any college or university receives federal funds as meeting the competency requirement in a foreign language required by many college degree programs and graduate programs. The Navajo Nation should be relied upon to test competency in Navajo language under this proposal.

21. Funding to assist with the development of cultural curriculum and then to staff those programs. Staff development and training.

22. Coordinate with already existing programs (school ESL) and then have those programs geared to the Native American population. (Indian languages) Mandate that ESL programs in areas of need incorporate language and classes geared toward the Native American culture.

23. Funding to hire professionals to write the curriculum.

24. Coordinate with state departments of education, local school districts and universities. More funding through the JOM programs. Funding for continuation of curriculum. Tribal commitment and involvement.

25. Any policy developed must maintain tribal sovereignty.

26. Accept tribal languages as viable languages to be used in the same context as foreign languages.

27. Develop special strategies for language programs in urban schools serving Indian children to ensure language preservation and use in the face of limited necessity on the part of predominantly white urban schools.

28. Tribes, states and educational institutions develop philosophies of education which recognize the importance of diversity and pluralism in our schools and our lives.

29. Current curriculum development projects and programs such as the Integrated Studies Committee of the South Dakota Education Association/National Education Association, of schools such as Takini School, Tiospa Zina, White River School District and Todd County School District be strengthened and disseminated.

30. Head Start teachers recommended that the CDA process include Indian cultural specialty areas (as is done for the Spanish culture) in recognition of tribal cultures.

31. Design a bilingual program and hire a bilingual teacher for the Sioux Falls and Springfield prison facilities.

32. It would be advantageous to change the bilingual Education Act to allow the teaching of tribal languages where possible. We would recommend that all school systems allow students to substitute tribal language study programs in lieu of foreign language course requirements.

33. We recommend that special extracurricular activities promoting tribal culture and languages be established for Indian children in urban settings who are cut off from association with their tribes.

34. Racism against Indians is a problem that interferes with the educational opportunities available to Indians at all educational levels. The lack of education on Indian culture that causes the racism that inhibits an Indian's education, can be alleviated by a strong presence of general public education on Indian culture, family interaction and inherent internal tribal affiliation. The many positive contributions of individual Indians and tribes should be brought to the public's attention. Implementation of these goals should be made immediately through creation of an appropriate office and the allocation of sufficient funds.

35. Lack of an articulated core Indian studies curriculum for grades K-12.

36. Integration of a core Indian studies curriculum replete with teacher preparation, standards and objectives, curriculum materials and enrichment activities which strengthen Indian student self-worth and academic performance.

37. Greater utilization of public relations to promote a positive image of Native Americans and to educate the larger non-Indian population as the diversity, direction, and activities of the Native American communities.

38. In the State of Utah, a "Core Indian Studies" curriculum was initiated with one-half already in place in the public schools. The curriculum title "Conquest of Indian America" needs to be completed and formerly adopted by the Utah State Board of Education for implementation.

39. Rigid academic and special education tests must deviate to include cultural differences in the testing and placement of Indian students.

40. Experience with tribal languages, culture and traditions ought to worth graduate credit. Cultural traditions need to be recognized as viable and need to be rewarded.

41. The state laws should require Indian culture and languages as legitimate courses for public schools. The graduation requirements could include these courses. These courses would be taught by Indian professionals.

42. Provide that, as a state educational goal, and expectation, every school board would be required to provide an instructional program designed to pupils at all grade levels an understanding of human relations, particularly with regard to Blacks, Hispanics and Native Americans.

43. Language and cultural education needs ongoing support. These programs help students develop a strong sense of identity and to allow the community more input into their children's education.

44. Certification:

Alternative certification programs for teachers need to be implemented in Native languages to help start these programs.

Teachers in Indian communities should be required to complete certification programs designed to sensitize them to local needs, culture, values and traditions. These programs should be designed by tribes, but should be equivalent to state certification procedures.

That the certification process of all educators (teachers, counselors, administrators, both Native and non-Native) include a reflection of accurate cultural resources and information.

Design and implement training programs in colleges and universities which require teachers to gain knowledge of, sensitivity toward and ability to implement programs in the schools.

All state teacher certification language programs must be amended to meet the needs of P.L. 101-477 which allows American Indians fluent in their language to teach in public schools for a public school language program.

State agencies, institutions, and individuals are encouraged, where appropriate, to provide an accurate portrayal of American Indian history and culture.

Consider stricter requirements for counseling degrees (internships, more classes specific to Indian learning styles and social development). At least require an orientation to multi-cultural or Indian emphasis.

Education certification requirements should be adjusted and funds be made available for tribal elders individuals to be brought into the classroom as recognized instructors receiving renumeration to teach language, tribal culture and teacher training.

Set a required competence level in teaching culturally different children for all recipients of a teaching certificate.

The USOE teacher certification office, colleges of education and Indian educators to form a standing multicultural standards and course content committee. The committee to develop, implement, adjust and monitor the standards and courses required. Such course to be mandatory for teacher certification. A suggested minimum of nine credit hours for Indian education courses.

Cultural and language requirements for teachers should include that all teachers be required to take language and cultural classes before teaching predominantly American Indian student populations, and that they study the languages and cultures of the students they will teach.

## Federal Issues

1. Additional Federal funding should be made available to promote multicultural education appreciation, awareness to develop and enhance a global perspective.

2. Bilingual laws must be amended to strengthen Native language instruction and preservation through the classification process.

3. Consensus in recommending increased funding for teaching of Native languages. Native language instruction must be equal to and receive recognition and acceptance in the curriculum as other languages in curriculum offerings. Support for SB 1595, Native Language Enhancement Act from the regional WHCIE required. Support for the State Legislation HB 352, relating to a curriculum for Native language education.

4. Estimated cost:
    1. Need to set dollar amount with no competition.
    2. Examine alternative methods of cost delivery.

5. US Senate Bill #1595 for preservation and enhancement of Alaska Native languages must be supported.

6. The conference participants also suggested that creation of tribal colleges within the State of Alaska.

7. Gifted and Talented Programs must be re-defined to allow better participation from Indian children. Academic achievement is only one measure of gifted and talented people. Indian cultures recognized leadership, spiritual leadership, artistic and traditional leadership as qualities desired in youth and adulthood.

8. There must be funding to develop tribal and urban literacy programs with relevant methodology, curricula and either an Indian staff or staff trained to work with Indian people.

9. Demoralizing U.S. backed literacy policies for American Indians have instilled a distrust and adversity towards Federal and public educational systems which hinders both Indian students and Indian adults from readily participating in learning programs.

10. Recognize importance of American Indian language studies.

11. A national policy mandating that curriculum be written reflective of culture of local American Indian community.

12. Indian Education, state Departments of Education curriculum frameworks, and School Districts must develop the proper curriculum in order to improve the education of Indian students. To Indian students, it must seem that they, their people and history do not matter or have been forgotten. As a consequence, their world knowledge seems at odds with mainstream curriculum and they have difficulty fitting in. The Indian sense of self-worth is critical for efforts toward academic achievement and is so often deteriorated by early grades.

13. Funding should be provided so that community members and elders can develop dictionaries, handbooks, and instructional materials such as audio tapes and computer lessons in Native languages. Funding should also be included for necessary technical assistance.

14. Programs for Native people, adults and children, should be culturally, linguistically, and developmentally appropriate.

15. That the BIA unequivocally support and fund Indian language instruction throughout the educational process. Responsibility: OIEP, Congress, Tribes and individuals.

16. We recommend that Federal legislation be introduced and enacted to support and expand the impact of the Native American Languages Act. Recommend federal legislation to mandate state design of multi-cultural instruction to include specific instruction in Native American cul-

ture and histories, not limited to treaties and languages. The design to include specific ties to teacher certification and monitoring to determine state and district adherence to legislation.

17. Early Childhood Education is underfunded and not recognized in some federal programs. Title V does not include Pre-school programs. The keys to educational success are good building blocks. These include: good prenatal care, a good homelife and high self-esteem. Legislation and program support needs to address these issues. We need legislation that will promote the traditional tribal concepts of home and family, of the extended family that supports the child.

18. Classes and programs need to be developed and implemented to meet the unique needs of the Indian community with BIA and Department of Education financial support.

19. Legislation

    Legislatively target dollars for implementation.

    Legislation requiring LEA's and states to submit plans of implementation and operation to meet this goal.

    Title V legislative changes allowing more realistic paperwork requirement for small vs. large grants.

    The President and Congress must amend or draft legislation to ensure coordination of resources, dissemination of information, and access to those instruction related services.

    The President and Congress must provide new initiatives to protect, preserve, and promote one of America's most important and precious resources: diversity of its culture and people. They must appropriate funds to implement the Native American Language Act and strengthen the Native American Religious Freedom Act.

20. That all policies should be culturally, linguistically and developmentally appropriate and should: (a) focus on teaching and learning with the students as the customer; (b) focus on improving the quality of education for Indian students, and (c) focus attention on innovation - to look for better ways to enhance learning.

21. That Bilingual Education (Title VII) recognize tribal languages in the same context as a "second language" (and that the tribal language be recognized for admission in the colleges and universities in North Carolina).

22. Amend Title V of the Indian Education Act to include provisions for a new title with new appropriations to State Education Agencies (SEA), to address issues of accountability, provide training and technical assistance in the development of appropriate cultural and language programs, and provide teacher in-service education in public schools.

23. Amend the Bilingual Education Act of 1988 (PL 100-297, part 501) to make Bilingual Education Programs for American Indian communities entitlement rather than competitive programs.

24. Through Federal policy cultural literacy be rebuilt, including relearning American Indian languages, with the same level of effort it took to destroy the cultural foundation of American Indians.

25. NCA standards evaluation of school reflect diversity of faculty and inclusion of cultural curriculum.

26. There must be improved support for implementation, accountability, and availability of bilingual programs to maximize the outcome and intent of the Native Language Act.

27. A study must be conducted to determine the traits of effective teachers of Native American students. The study must also determine the most effective instructional strategies and methods as well as identifying the learning styles of Native American students.

28. The Navajo language must be recognized by the colleges and universities of the 4-Corners area and throughout the United States where any college or university receives federal funds as meeting the competency requirement in a foreign language required by many college degree programs and graduate programs. The Navajo Nation should be relied upon to test competency in Navajo language under this proposal.

29. Coordinate with already existing programs (school ESL) and then have those programs geared to the Native American population. (Indian languages). Mandate that ESL programs in areas in need incorporate language and classes geared toward the Native American culture.

30. Funding to assist with the development of cultural curriculum and then to staff those program. Staff development and training.

    Funding to hire professionals to write the curriculum.

32. Coordinate with state departments of education, local school districts and universities. More funding through the JOM programs. Funding for continuation of curriculum. Tribal commitment and involvement.

33. Any policy developed must maintain tribal sovereignty.

34. Change the Bilingual Education Act to allow the teaching of tribal languages.

35. Current curriculum development projects and programs such as the Integrated Studies Committee of the South Dakota Education Association/National Education Association, of schools such as Takini School, Tiospa Zina, White River School District and Todd County School District be strengthened and disseminated.

36. Head Start teachers recommended that the CDA process include Indian cultural specialty areas (as is done for the Spanish culture) in recognition of tribal cultures.

37. Allocate adequate funding to the Minority Languages Act and allow priorities to be set by tribes as to their language needs.

38. It would be advantageous to change the Bilingual Education Act to allow the teaching of tribal languages where possible. We would recommend that all school systems allow students to substitute tribal language study programs in lieu of foreign language course requirements.

39. We recommend that special extracurricular activities promoting tribal culture and languages be established for Indian children in urban settings who are cut off from association with their tribes.

40. Racism against Indians is a problem that interferes with the education opportunities available to Indians at all educational levels. The lack of education on Indian culture that causes the racism that inhibits an Indian's education, can be alleviated by a strong presence of general public education on Indian culture, family

interaction and inherent internal tribal affiliation. The many positive contributions of individual Indians and tribes should be brought to the public's attention. Implementation of these goals should be made immediately through creation of an appropriate office and the allocation of sufficient funds.

41. Lack of an articulated core Indian studies curriculum for grades K-12.

42. Integration of a core Indian studies curriculum replete with teacher preparation, standards and objectives, curriculum materials and enrichment activities which strengthen Indian student self-worth and academic performance.

43. Greater utilization of public relations to promote a positive image of Native Americans and to educate the larger non-Indian population as to the diversity, direction, and activities of the Native American communities.

44. Experience with tribal languages, culture and traditions ought to worth graduate credit. Cultural traditions need to be recognized as viable and need to be rewarded.

45. Title VII should be amended to allow the teaching of Indian languages as a legitimate course of study.

46. Language and cultural education needs ongoing support. These programs help students develop a strong sense of identity and to allow the community more input into their children's education.

## Other

1. Graduate research programs need to focus on issues which will benefit Native people.

2. Urban:

   There must be funding to develop tribal and urban literacy programs with relevant methodology, curricula and either an Indian staff or staff trained to work with Indian people.

   On-site visitations, exchange programs, and call link-ups with other schools, community colleges, Indian colleges, and urban and reservation schools are particularly important for Colorado's Native students to maintain language acquisition and stimulate interest in traditional cultures.

   Maintenance of tribal cultures is dependent on young people learning to read, write, and speak in their own languages. Although it is easier to provide instruction in Native languages in schools adjacent to reservation, it is equally important for youth in urban schools.

   Develop special strategies for language programs in urban schools serving Indian children to ensure language preservation and use in the face of limited necessity on the part of predominantly white urban schools.

   We recommend that special extracurricular activities promoting tribal culture and languages be established for Indian children in urban settings who are cut off from association with their tribes.

3. Provide for a Federally funded state-level resource center for Indian education which would assist teachers in providing instruction to Indian children, with relevant, as well as up-to-date materials and techniques of instruction.

Networking as well as sharing of historically relevant materials promotes the understanding and education of Native and Non-Native people.

Develop curriculum and work on a statewide and National clearinghouse to specialize in printing of Native American cultural curriculum.

Centers should be established which focus on Native language issues; provide technical assistance in developing language assessments, and conduct research on Native language programs.

# TOPIC 8
# ADULT EDUCATION AND LIFE-LONG LEARNING

Categories have been developed to facilitate the development of plans of action and strategies by the Conference Delegates. They are:

1. Student Concerns
2. Family Issues
3. Community/Tribal Issues
4. Educational Institution Issues
5. State Issues
6. Federal Issues
7. Other

The configuration for the state recommendations will also promote uniformity in the eleven concurrent group sessions to ensure that efforts by the Delegates and observers are maximized within time constraints for these sessions. An added benefit that should result from these categories will be the ability to transfer plans of action into either legislative or administrative proposals. When the plans of action are put into legislative or administrative proposals, funding needs and priorities will be easier to identify and secure.

## Student Issues

1. By the year 2000, Vocational/technical education will be available to Indian students who qualify for such specialized training.

2. Expand new or alternate sources of revenue to fund adult education programs for state and federal tribes and communities.

3. Career Development:

   Career orientation should begin at a very early age.

   Life skills and career education must be provided.

   Vocational programs must have trained Native counselors and be focused on jobs of the future as well as preparation for traditional occupations.

   Career awareness programs and interaction with Native role models are important in presenting to young people the number of options available to them.

   Job placement.

   Being able to provide for one's own basic economic needs -- to have the fundamental abilities to read directions, fill out job applications, interview for jobs, interact successfully in the workplace, solve problems, and function effectively in the working world is important for economic security and self-esteem. Schools need to prepare students for a rapidly changing and highly technological world. It is important to acknowledge that the jobs of the future may not exist at this time. Vocational skills must include ability to adapt, retrain, and learn through life. To send students away from twelve years of schooling without the ability to work in productive and meaningful ways cannot be tolerated by Native people. We must look to the future and demand that schools prepare students for responsible roles in this new century.

   Students need career awareness programs, careers which focus on professional careers, not just on technical and vocational education and pre-professional academic work needs to be referenced in the economic development plans of the Navajo Nation so that students can perceive real incentives for achievement in school and the Navajo Nation can use the schools to prepare its people to work in a developing economy.

4. Training for vocational roles, as a priority, should encourage thinking skills, including problem-solving, decision-making, critical thinking, and creativity.

5. Continue tuition waiver increase to include voc ed training programs.

6. Have students work on employment skills.

7. Any post-secondary education plan needs to recognize the need of older Navajo students, many of whom have jobs and families and are pursuing their post-secondary education on a part-time basis and without geographic mobility. The Navajo post-secondary education plan must include ways to meet the career development and continuing education needs of these hardworking Navajo people.

8. To increase the availability of post-secondary education to Navajo people and completion rates in post-secondary programs, financial aid resources need to be evaluated, increased, and changed in their requirements. More room must be given to meeting developmental education needs as part of a student's college program. More attention must be given to the needs of students with children and families and students who are working. New sources of financial aid need to be developed and old sources reactivated. More IHS support for students studying to be nurses, doctors or human services workers is needed.

## Family Issues

1. Literacy programs for parents should be supported and more adequately funded.

## Community/Tribal Issues

1. Large regional corporations should look at ways of developing jobs for the shareholders.

2. Local governments, as well as school districts need to look at training local people for the jobs they offer.

3. Provide new or alternate sources of revenue to fund adult education programs for state and Federal tribes and communities.

4. It must be noted that, in terms of many Indian adults, some way must be found to create a greater incentive than presently exists for learning. When high school, post-secondary and even college graduates cannot find jobs on reservations, there is not a great deal of motivation for learning. On a number of reservations, many Indian adults are surviving, are even living good lives, without bothering to learn to read and write or to speak much English.

5. Schools must function as a resource for parents and community members, providing adult education, activities for senior citizens, foster parents and grandparents, and actively involving the community as a whole in the educational process.

6. Partnerships should be created with private businesses and corporations to develop such things as mentor programs and funding for up-to-date equipment for vocational programs.

7. Work with community members to organize career days/fairs sponsored by tribes and Indian communities. Responsibility: Individuals, Tribes and Indian communities.

8. Retention of adults in adult education programs could be helped by strong supportive services such as: child care, transportation, counseling, tutoring and job placement.

9. Assure American Indian Communities the opportunity to develop Adult Education programs.

10. Increase funds at tribal level for programs.

11. Provide needed certification among parents, tribal groups to be used as needed.

12. Affirmative Action programs.

13. Special directives for tribal employment opportunities and which require completion of high school.

14. Increased involvement with local consortium to create better coordination and recruitment.

15. The Navajo Nation should be encouraged and assisted to contract all special education programs operated by or through the BIA. The Navajo Nation should also be assisted to contract and provide all federally supported services for persons with disabilities for which Navajo people are eligible. This would allow the Navajo Nation to provide a continuum of services could serve as a model for tribally operated services to disabled persons. Contracting of BIA adult and vocational education would be consistent with this proposal as well.

16. Community based vocational education programs. (JTPA tribal funding).

17. Tribal involvement planning/pilot project.

18. Equitable access to programs for outlying communities.

19. Develop adult education programs which enhance skills of grassroots leaders and familiarize them with obstacles to change and with global perspectives about tribal concerns.

20. To implement multi-disciplinary and multiple strategies for adult education and community education services.

21. To focus adult education on literacy in tribal and Euro-American knowledge following established tribal standards.

22. Develop adult and community education programs, strategies, policies, and standards through collaboration of educators, elders, parents, and tribal leaders.

23. There is a general consensus that increased funding is necessary for all levels of educational services from pre-natal to death. There is a general consensus that there needs to be a mechanism that allows tribes to access direct funding to administer and provide these educational services.

24. Support life-long learning.

25. Raise our expectations of ourselves and our programs, i.e., build self-esteem from the ground up.

26. The purpose of education needs to go beyond the goal of becoming employable. Education is intertwined with a person's ability to be involved in many different aspects of life -- from religion, to art, sports, politics, physical and emotional survival. Education is more than academic learning.

## Educational Institution Issues

1. Parents:

The schools must keep their doors open for public access by expanding community school services for parents to use math and reading labs such as are provided in Chapter I schools. Schools must change negative attitudes towards parents about not being involved in the education of their children. We need to educate parents about rights and responsibilities and establish policies locally so parents are active partners in education.

2. School boards must set aside their political agendas, must educate themselves to the dynamics of youth at risk and must have the courage to accept and support the fundamental changes in our schools that are desperately needed for students at risk who come to our classrooms with the need to learn. To prepare school boards for this complex task, funding must be made available by DOE for school board training, appropriate for Native villages and urban areas.

3. Schools should provide vocational/trades programs for all students to acquire entry-level work skills, especially for non-college bound and special needs students to assist economic development of tribes.

4. This should be a national, state and tribal goal for all adults, even though it poses a monumental task. The restructuring of schools and the educational process itself must focus upon learning as a life-time process. Ideally, especially in reservation settings, schools should be restructured into learning centers, encompassing early childhood through adult education. The lingering concept of a non-month school year and a six or seven hour school day must be transformed into the concept that schools are learning centers with services available to all people, all day and all year.

5. Infrastructure:

Many vocational programs require extensive equipment, such as computers. Outdated equipment will only prepare students for outdated occupations. Students learn by doing and they must have adequate access to appropriate equipment.

6. Curriculum:

Improvements in quality and quantity of vocational-technical skills within the regular high school curriculum.

Schools should include Life Management Skills instruction within the curriculum to empower students to make critical decisions concerning careers, parenting, and future educational plans.

Classes that pertain to tribal business, i.e., business administration, tribal government should be developed and offered at technical schools.

Implement skills classes (i.e., social, academic, independent living).

7. Establish secondary level alternative schools for Indian drop-outs where academic, vocational, and cultural subjects can be studied.

8. Adult education programs including vocational agricultural programs be implemented by tribal colleges and institutions serving urban populations.

9. Institute appropriate career/ education awareness programs in high schools and invite parent/community groups to participate.

10. Continue support programs at institutions of higher education for the recruitment and retention for the success of the Indian student beyond high school.

## State Issues

1. Small business programs need to be taught in rural Alaska.

2. Expand distance delivery programs at the local level.

3. Local governments, as well as school districts need to look at training local people for the jobs they offer.

4. By the year 2000, state and Federal governments should appropriate adult education funds above the levels now provided for Indian tribes and communities in order to meet their unique needs.

5. Native adults must have access to literacy, adult basic, GED, and life skills education through entitlement funding.

6. Implement alternative educational, vocational and leadership programs for students "at risk." Responsibility: State and local educational agencies, tribes and F.G.C.I.A., Inc.

7. Native Americans will be included/targeted for all funds available for special education and vocational needs, regardless of age. Responsibility: Federal and State governments.

8. All projects/programs should be required to do outreach to Native Americans within that program's service area. Responsibility: Federal, State, local education agencies and other adult education programs, including J.T.P.A.

9. Certification:

   Encourage states to overhaul their adult education teacher certifications to address culturally-diverse students.

10. Redirect adult education funding to make more adult facilities and programs available such as distance-learning options (correspondence, video-tape, audio-tape, satellite, Telenet, etc.).

11. Develop outreach programs that enhance self-esteem, encourage personal development and promote life-long learning skills.

12. Expand the services of adult literacy programs to better meet the needs of American Indian people.

13. States must provide funds to American Indian communities to develop Adult Education programs.

14. Increase funds for Indian Centers/training and employment, including remedial training as needed.

15. More monies should be appropriated to address the needs of adults who are interested in vocational skills.

16. If we are to indeed be successful in these goals to perpetuate positive change, we must insist on a concerted effort which will encourage those individuals striving for higher education or vocational training the opportunity through adequately proportioned funding.

17. Development/funding of an adult vocational education program.

18. Increased dollars for existing programs (ABE-Adult Basic Education) programs. More funding.

19. Coordination of state-local existing programs.

20. Adult education, including the states' responsibility in providing state-administered Federal adult education funds and state funds to Tribes and communities must be given priority and adequate funding.

21. Adult and community education at all education levels with equal status to other programs and disciplines.

22. Provide money for community educational programs.

23. Improve the quality and pay for ABE/GED instructors.

24. Increase the higher educational and vocational-technical allocations for tribes.

## Federal Issues

1. Continue to fund vocational/ technical education through the federal vocational and adult education programs in the public and tribal schools.

2. Provide funding for Federal and state recognized tribes and communities who qualify for vocational and technical training.

3. This goal would not change present funding; additional funding will be necessary for tribal and community vocational programs.

4. By the year 2000, state and Federal governments should appropriate adult education funds above the levels now provided for Indian tribes and communities in order to meet their unique needs.

5. Native adults must have access to literacy, adult basic, GED, and life skills education through entitlement funding.

6. Native Americans will be included/targeted for all funds available for special education and vocational needs, regardless of age. Responsibility: Federal and State governments.

7. The Federal government must charge states with developing special funding formulae to enable adult Indians and Native Americans to obtain the necessary academic, vocational and technical skills needed to become literate and gain meaningful employment. Responsibility: Federal Government.

8. States should be mandated by Federal Government to include Indians and Native Americans on the I.P.E.D. form as they do with other student populations in Vocational Education. Responsibility: Federal Government.

9. All projects/programs should be required to do outreach to Native Americans within that program's service area. Responsibility: Federal, State, local education agencies and other adult education programs, including J.T.P.A.

10. Redirect adult education funding to make more adult facilities and programs available such as distance-learning options (correspondence, video-tape, audio-tape, satellite, Telenet, etc.).

11. Develop outreach programs that enhance self-esteem, encourage personal development and promote life-long learning skills.

12. Expand the services of adult literacy programs to better meet the needs of American Indian people.

13. Increase funds for Indian centers training and employment, including remedial training as needed.

14. More monies should be appropriated to address the needs of adults who are interested in vocational skills.

15. That more accessible and stronger efforts be made by the Federal government to assure job training and employment for the unemployed and the underemployed; that all other Federally related programs be requested by the President to see to what extent these other Federal programs might support and encourage efforts toward the National Education Goals; and that stronger partnerships be encouraged by the federal level for businesses, industries and institutions of higher education to work in a collaborative manner to assist Indian students in achieving these National Education Goals by the year 2000.

16. A program such as the National Teacher Corps is needed once again. In addition, educational loans for Native Americans should be established to assist students unable to obtain grants of financial assistance for their education.

17. If we are to indeed be successful in these goals to perpetuate positive change, we must insist on a concerted effort which will encourage those individuals striving for higher education or vocational training the opportunity through adequately proportioned funding.

18. Development funding of an adult vocational education program.

19. Increased dollars for existing programs (ABE-Adult Basic Education) programs. More funding.

20. Establish a formula for adult education with the base amount of funding for each Tribal program.

21. Funding for vocational training.

22. Use adult education monies to help with early childhood programs.

23. Adult education, including the states' responsibility in providing state-administered federal adult education funds and state funds to Tribes and communities must be given priority and adequate funding.

24. Adult and community education at all education levels with equal status to other programs and disciplines.

25. Conduct an assessment of needs of Indian inmates for design of education services.

26. Balance education, law and policy to encourage both professional and vocational education.

27. Title V: Public schools in general are not providing quality educational services. The adult education program should be changed from being discretionary funding to being a formula program. More and more individuals need adult education services.

28. Provide money for community educational programs.

29. Improve the quality and pay for ABE GED instructors.

30. Increase money available to tribes for vocational, technical education purposes. Increase student grants to reflect the true cost of childcare and transportation.

31. Increase the higher education and vocational-technical allocations for tribes.

32. In vocational education, legislation should be made easier to Indian school districts to apply for a set amount of funds for vocational buildings.

## Other

1. Adult education programs including vocational agricultural programs be implemented by tribal colleges and institutions serving urban populations.

2. Tribal colleges must look for ways to provide adult education services to urban populations. This may include delivery of programs in urban areas and teacher training and curricular support for off-reservation colleges and universities.

# TOPIC 9
# HIGHER EDUCATION

Categories have been developed to facilitate the development of plans of action and strategies by the Conference Delegates. They are:

1. Student Issues
2. Family Issues
3. Community/Tribal Issues
4. Educational Institution Issues
5. State Issues
6. Federal Issues
7. Other

The configuration for the state recommendation will also promote uniformity in the eleven concurrent group sessions to ensure that efforts by the Delegates and observers are maximized within time constraints for the sessions. An added benefit that should result from these categories will be the ability to transfer plans of action into either legislative or administrative proposals. When the plans of action are put into legislative or administrative proposals, funding needs and priorities will be easier to identify and secure.

## Student Issues

1. Programs should be developed to involve college students in tutoring and mentoring students in elementary and secondary schools.

2. Support Services

   Establish and maintain positions for resource persons for each tribe to assist students. Responsibility: Tribe and Office of Indian Education.

   Students should be "college ready" and focused on problems they may encounter while in school before entering institutions of higher education. Special programs to reach those students should be provided.

It is resolved that support networks be established to enable and motivate students to remain in school.

Native American student organizations be established to promote cultural awareness and appreciation in order to raise self-esteem and provide support to one another. It is established that such organizations would also help to educate the Non-Native American school population regarding Native American culture through school sponsored activities.

Child care provisions should be established to enable students with families to remain in school.

The "spirituality", which is the foundation of all Native American tribes, be addressed through support networks both on and off-campus.

It is resolved that counseling and advising procedures and activities be addressed.

It is resolved that Mentoring Programs be established to provide academic and social guidance.

A peer counseling program should be organized and established to enable students to communicate and administer to needs of their peers and also to provide a role-model to other Native American students.

A tutoring program should be established for Native American students whereby the tutor would be provided a wage.

Any post secondary education plan needs to recognize the need of older Navajo students, many of whom have jobs and families and are pursuing their post secondary education on a part-time basis and without geographic mobility. The Navajo post secondary education plan must include ways to meet the career development and continuing education needs of these hard working Navajo people.

More attention must be given to the needs of students with children and families, students who are working. New sources of financial aid needs to be developed and old sources reactivated. More IHS support for students studying to be nurses or doctors or human services workers is needed.

Encourage Institutions of Higher Education to offer on-campus child care and housing facilities for American Indian students.

If daycare exists, institutions need to let potential Indian students know they can access it.

Institutions of Higher Education need to provide extension services where American Indian students are located so that graduate degree requirements can be met more easily.

Create a child care implementation task force whose job it is to make sure that there is adequate child care available to Indian students.

3. Initiate a "mentor program" of positive role models to advise and provide guidance to first year students. Responsibility: Individuals, Tribes and Indian communities.

4. Scholarships

   Financial support should be provided for the Native American student who wishes to pursue an advanced professional degree with the intent of obtaining an academic teaching career.

   Complete financial aid for college.

   Educational loans for Native Americans should be established to assist students unable to obtain grants of financial assistance for their education.

5. A "vision" of college success should be provided to students before entering college thereby increasing enrollment as well as retention, such as, Career Day set up at tribal institutions, trips to college campuses, etc.

6. Career Development

   Placement opportunities should be addressed in order that Native American students be able to see the result of higher education.

7. Financial Aid

   Student summer employment earnings must be excluded from the student/family contribution formula used to determine financial aid need.

8. Increased publicity is needed so that Indian students are aware of the TIP (Tuition Incentive Program).

9. Incentive programs for college.

10. Individual Plans

    Mandate higher standards for individual students (individual educational plans for all students).

11. Allow a small amount for over income students as an incentive. Give a base amount to all identical Indian students.

12. Provide Indian students with knowledge of available state financial aid resources.

13. Programming must include outreach to high school students to help prepare them for college.

14. Students need to be encouraged to go to graduate school.

15. Increase the number of semesters of finanical aid eligibility for students needing remedial work.

## Family Issues

1. Recommend that the Bureau open up for tribes to expand existing programs and to develop more programs that address the needs of the children and parents.

2. Require parents to donate some time each month at day care centers to make the program more culturally appropriate.

## Community/Tribal Issues

1. Clarification is needed in the area of tribal property vs. individual property (artifacts, i.e., ownership of archaeological findings).

2. More local control must be given to communities to identify and develop government based upon their needs.

3. Delegates recommended that no policy be established that would infringe upon existing authority of tribes to define their own membership. Tribes must have the ability to determine their own membership.

4. Economic development should be determined locally. It should be culturally relevant and environmentally sound.

5. Models of successful tribal self-government must be identified and analyzed for local applicability.

6. Native people must be knowledgeable of the impact of federal laws on their local government and communities.

7. Infrastructure

   Basic needs and services must be met before economic development programs are considered.

   The Native community infrastructure is not incongruent with western education. The education system must become more compatible with the Native community infrastructure.

   Basic human and community services (i.e., health care, water and sewer) must be available before economic development (tourism) is considered.

8. Tribal governments must be held accountable for actions taken on behalf of people.

9. Career Development

   Tribal government internships must be more accessible to Native students.

   Establish a job recruitment to place Native Americans.

   Establish programs to relocate graduates to be employed by non-government and government sectors.

   It must be widely recognized that economic development and employment increases self-esteem. Affirmative Action policies should include employment and/or training. Compliance of the EEO by Federal contractors must be enforced to ensure that employment opportunities at all skill levels are available to minorities, including Alaska Natives.

   Native people are not hired at a level equal to capabilities and training, but rather at entry levels to satisfy affirmative action numbers.

   Work with community members to organize career days/fairs sponsored by tribes and Indian communities. Encourage college representatives to provide workshops for tribes and Indian communities on college admission procedures and financial aid. Responsibility: Individuals, Tribes and Indian communities.

10. Support Services

It was strongly felt that we must use the strengths of our survival (cultural and physical) to develop a preventative and positive philosophical approach to programs and activities. Community wide support of cultural preservation of Alaska Native cultures is imperative. The preservation should focus on values and beliefs that contributed to our survival as a people.

Community education needs to develop, in consort with family and tribal mores, parent effectiveness training programs, parent assertiveness training programs, day-care services, and Head Start programs that are well coordinated and working for the same goals.

11. The community needs to define what is acceptable behavior. We must accept responsibility for ourselves and for our community.

12. The use of traditional practices must be encouraged and respected.

13. Child Welfare

The community must accept responsibility for the care and placement of its children.

14. Program Compliance

Non-profit organizations that receive funds to serve Native people should implement training and methods of service that are culturally relevant and appropriate.

15. Native people must be educated as to the roles and procedures involved in the judicial process. Increased awareness of career opportunities in the tribal courts and the state judicial system must be made available to Alaska Natives.

16. In some areas of the nation, Native tribes generate income from establishing gambling activities. Is this applicable and/or appropriate for Alaska tribes? Viable economic development opportunities must be determined locally.

17. Codes

Rental property laws and/or procedures may not be effective in over-riding violations of fair housing.

18. Resource Committees

Tribal support networks be maintained to support tribal members who pursue a higher education, via networks such as, visits from tribal members, long-distance phone call support, etc.

Facilities be provided to house Native American activities and organizations.

Traditional family roles need to be addressed to determine how to incorporate changes to address underrepresentation in education. Tribes need to establish education as a top priority for their people and to provide adequate funds to address equity in education.

The Navajo Nation must utilize the resources of all colleges and universities providing educational services to Navajo students or developing cross cultural assessment of college and university resources and means of utilizing them for Navajo Nation development needs should be undertaken and incorporated into a post secondary education plan for the Navajo Nation.

Encourage additional tribal supplemental programs.

19. Classes and programs need to be developed and implemented to meet the unique needs of the Indian community with BIA and Department of Education financial support.

20. Permit tribes to develop their own policies concerning application, distribution of funds, and program monitoring and evaluation.

21. Individuals can be responsible for education by becoming empowered to make the necessary changes to have a well educated society.

22. Indian tribes with "direct" relationship with the federal government should maintain jurisdiction over Indian education.

23. Develop educational plan for every reservation in Nevada.

24. Many tribes do not have resources to fund education programs.

25. Tribes need to set priorities for education and try to encourage tribal members to participate in JOM, Title V, and committees run for school board and PTA.

26. Encourage field based policy makers.

27. Tribal incentives need to be established to pursue graduate programs.

## Educational Institutions Issues

1. Curriculum

Fluency in a Native American language should be provided, as well as continuous opportunities for staff to upgrade their skills, knowledge and abilities to meet the needs of Indian children.

Establish a qualified liaison between the tribe or Indian community and local school boards to identify deficiencies in curriculum for Native American students at the K-12 level. Responsibility: County School Boards, Tribes, Indian communities and individuals.

Develop language curricula specific to the dialect, the community/reservation and the demographics of the learner. Tribal colleges and tribal contract schools can take the lead on this.

The Kansas White House Conference on Indian Education supports the mission of Haskell Indian Junior College; the implementation of a teacher education program at Haskell Indian Junior College; and requests that the necessary resources be identified and given to Haskell to assure the success of this program.

Transferability of American Indian Studies courses is needed.

College curriculum development and funds for implementation of teacher training programs for teachers of Native students (national emphasis).

Tribal colleges need to develop curricula which is coordinated with other-educational institutions that will promote educational attainment throughout the education system.

The Navajo language must be recognized by the colleges and universities of the 4-corners area and throughout the United States where any college or university receives Federal funds as meeting the competency requirement in a foreign language required by many college degree programs and graduate programs. The Navajo Nation should be relied upon to test competency in Navajo language under this proposal.

Financial and human resources must be allocated or acquired by schools and colleges to foster curricula design and distribution.

Tribal colleges should continue and expand existing curriculum development particularly focusing on: tribal histories; stories and cultural values; expansion of teacher training and other academic programs to meet tribal development needs; creation of demonstration and model projects in agriculture and other forms of economic development; the showcase of successes in Indian education; development of demonstration classrooms and schools; and otherwise provide for the improvement of the quality of individual and tribal life.

2. Personnel

University-level, on-site courses should be provided, as well as continuous opportunities for staff to upgrade their skills, knowledge and abilities to meet the needs of Indian children.

Institute and require culturally relevant training of teachers/administrators and counselors who serve American Indian students.

Federal grants need to be made more readily available for increasing the number of American Indian counselors.

NCC should also become an institute for in-service training of education personnel in the Navajo Nation.

Financial aid staffs must be culturally sensitive to the needs of American Indian students in higher education.

Financial support should be provided for practicing Native American educators who desire to enhance their professional credentials.

Faculty/Administrators and staff need to receive in-depth training to make them more aware, sensitive and knowledgeable about the American traditions, culture, and lifestyle.

Native American counselors be hired and maintained by institutions of higher education.

Counselors become more aware of the problems and needs of Native Americans.

Faculty members become tutors and mentors to Native American students or student groups in order to advise academically and socially.

NCC needs to serve as a training institute for school in a variety of skills area, including training in Navajo history, culture and learning styles.

3. Dropout Prevention and Retention

Institutions of higher education should be committed to the problem of retention of Native Americans in higher education.

Colleges/Universities and Tribal communities must continually identify barriers and seek workable solutions to enhance retention.

Higher education institutions need to develop and implement active programs of intervention, and support systems for their Indian students.

4. Outreach

Colleges/Universities and local American Indian communities must break down barriers by implementing problem solving strategies through teamwork and combining the efforts of people from different institution/Indian community areas.

College/University personnel need to collaborate with tribes and funding agencies to set realistic criteria for funding.

Tribal education philosophies and goals can be developed with input from all parts of the community and from all service providers. These philosophies and goals should then guide schools, colleges and education program in the design and implementation of education initiatives.

Incentive builders to encourage tribal involvement in the school systems.

Colleges Universities and American Indian Communities must understand that all stakeholders in the education system must be involved in identifying problems, designing programs, planning, budgeting, and selecting materials.

Institutions of higher education need to be more effective in their outreach to American Indian communities.

Universities need to work with reservation tribes in coordinating educational programs on a comprehensive basis.

Area schools need to promote holistic education with the total community as their constituents. School administrators can set the tone by promoting the coordinated effort and getting everyone involved in education.

5. The educational process in Indian schools has the unique opportunity to set their own goals and process in fulfilling those goals. However, they remain within the current biased and inappropriate institutional framework.

6. Navajo Community College and Crownpoint Institute of Technology need to be improved and expanded. Both should be placed under an elected board of regents. NCC's expansion should include both development of community campuses and extension of NCC to offer a 4-year program, at the least with a bachelor's degree in education.

7. Collaboration between state and private universities and colleges be formalized to allow tribal colleges access to resources that meet reservation and urban Indian needs and to allow state and private institutions to better serve the South Dakota citizenry and their native students.

8. Adult education programs including vocational agricultural programs be implemented by tribal colleges and institutions serving urban populations.

9. Strong national attention to the status of elementary secondary schools in both reservation and non-reservation areas need to be captured. (Indian Nations At Risk is a good beginning.)

10. Colleges need to increase funding and attention to meeting the special need of American Indian students enrolled at their institutions.

11. Institutions of Higher Education need to address the daycare issue.

12. If day care does not exist, institutions need to become proactive in establishing such facilities.

13. American Indian Head Start programs might be a mechanism through which Institutions of Higher Education can attract federal funding for day care. Head Start programs are culturally relevant, affordable and accessible. In addition these programs could provide a culturally sensitive laboratory experience for early childhood majors.

14. Career Development

Institute appropriate career education awareness programs in high schools and invite parent community groups to participate.

Tribal community colleges might be a logical tie-in to begin an Institute of Higher Education career.

15. Cultural

Experienced with tribal language, culture and traditions ought to be worth graduate credit. Cultural traditions need to be recognized as viable and need to be rewarded.

16. Recruitment and Retention

Institutions of Higher Education need to be develop and implement strategic plans for recruitment and retention of prospective American Indian faculty.

Local universities and technical school should do comprehensive recruitment in the public schools, beginning at the middle school levels.

Public institutions, such as the VTAE system, along with assistance from the federal government in the form of grants, should establish a comprehensive recruiting program that targets the middle schools to help Indian students make academic and financial plans for higher education and encourage them to stay in school.

## State Issues

1. Tribal authority needs to be recognized by the state of Alaska. The state does not acknowledge the special relationship of the Alaska Natives to the federal government.

2. Child Welfare

   Adoption of Native children through Indian Reorganization Act or traditional councils must be recognized by the state.

3. Simplify application process and reporting procedures; current reporting requirements are time-consuming and a burden relative to the amount of dollars received.

4. Office of OJJDP (juvenile justice): Alaska is in waiver status from complying with the federal policy requiring separation of juvenile offenders from adult offenders because of inadequate space and facilities in the villages. Alaska must continue to receive funds from OJJDP to expedite compliance with this Federal law.

5. Maximize Native participation in the judicial process; must include the recognition of the authority of tribal courts by the state of Alaska.

6. Recruitment and Retention

   Because the number of Indians in the teaching profession is inadequate, funding for Native Americans pursuing a teaching career should be increased and maintained.

   Financial incentives and other programs should be established to enable Native people to prepare to be teachers and to commit to work in schools with Native students.

   Recruitment procedures and activities should be such that Native American students will have a higher probability of success in graduating from institutions of higher education.

7. Industry be made aware of high unemployment of Native Americans and provide an avenue for employment to Native American graduates.

8. If the Federal Government and the State of Michigan are to enhance the educational outcomes of Michigan Indian students they must go through policy development and the fiscal resources of the BIA, Office of Education and Michigan Board of Education work with post secondary institutions to assure that the following concepts nd ideas are fully incorporated in all aspects of the higher education program.

9. Program Compliance

   To increase the availability of post secondary education to Navajo people and completion rates in post secondary programs, financial aid resources need to be evaluated, increased, and changed in their requirements. More room must be given to meeting developmental education needs as part of a student's college program.

10. Impact Aid accountability.

11. Funding

Funding by the State of non-tribal members who are state citizens who attend tribal colleges.

## Federal Issues

1. Legislation

The Navajo Community College needs to obtain funding and initiate an amendment to its enabling act to allow it to provide a 4-year degree, with emphasis on bachelors degrees in education.

NCC will require an amendment to its enabling legislation and funding to institute a 4-year program to accomplish the improvement and expansion of the Navajo Community College and Crownpoint Institute of Technology.

Use the Michigan Indian tuition program as a national model. Extend the Michigan Tuition Waiver legislation to include tribally-controlled colleges as eligible sites for the use of the Indian Tuition Waiver Program.

Extend the Michigan Martin Luther King, Jr., Caesar Chavez, Rosa Parks initiatives programs to include community colleges. The fellowship programs should include bachelors degree-level students. We also need to get more input form Indian people on methods to increase American Indian student involvement.

Change legislation and/or regulations of existing scholarship programs to include Federal and state recognized Indian students.

By the year 2000, all Indian students should be able to compete for Federal scholarships and fellowships, whether federal or state recognized tribes.

Legislation for a pan-Indian Congress to meet every five years to review programs and progress should be enacted.

Introduce law that leaves the subsistence check or stipend out of the income bracket.

Introduce law that leaves the subsistence check or stipend out of the income bracket.

Introduce legislation that clearly addresses the use of stipends and does not include it with earned income.

We recommend that Federal legislation be enacted to supplement current BIA/IHS training programs to including funding for undergraduates in education and health as well as to increase funding for graduate training for Native American Professionals.

Federal legislation in reference to Indian Education Programs needs to be comprehensive in nature. We need to look at funding programs that meet the needs of the students and their families.

2. Clarify tribal status for recognition and funding eligibility.

3. Recommend withholding federal dollars to those states which do not recognize tribal authority (similar to highway dollars tied to speed limits and drunk driving laws.)

4. Recommendations under various categories, JOM, IEA, Title V, etc., that funding not be consolidated under one funding source. Recommendations that separate program funding be maintained, but allow for waivers to regulations to meet special circumstances or local needs.

5. Delegates recommended that because of the unique eligibility conditions created by the Alaska Native Claims Settlement act (ANCSA) of 1971, the identification and certification of eligible Alaska Native/Indian children in Alaska continue through current regulations until such time Alaska tribes determine tribal membership.

6. The Federal government must recognize the diversity and needs of tribal organizations in exercising self-determination.

7. Trust responsibility of Federal government to Alaska Natives must be recognized and enforced.

8. Federal Indian educational policies must reflect and ensure local control in educational programs.

9. Is there a need for consistent definition of Indian for eligibility purposes? On defining "Indian", there should not be policy established that would infringe upon the existing authority of tribes to define their own memberships.

10. Since tribal memberships are not determined nor complete in Alaska and because of the unique eligibility conditions created by ANCSA, the identification and certification of eligible children in Alaska should continue through current regulations until Alaska tribes determine their membership.

11. The delegate nominees request that the White House Conference on Indian Education seek a definition of Native/Indian education programs providing Federal funding, that the definition include Alaska Native eligibility for all areas of funding available to Native/Indians.

12. Simplify application process and reporting procedures; current reporting requirements are time consuming and a burden relative to the amount of dollars received.

13. Because of the unique conditions created by the ANCSA definitions used to identify Indian villages, reservations and tribes, we must make allowances for the exception to the rule, in the case of Alaska.

14. Funding

    Increase the higher educational and vocational-technical allocations for tribes.

    To ensure the continuation and success of locally controlled higher education, priority must be given to the adequate funding of tribally controlled colleges, regardless of endowments.

    Full funding be provided by Congress for tribal colleges.

    Increase PELL, BEOG, BIA, and other funding sources to match inflation levels of tuition/fees/books.

    Begin funding in June and July before students start back to school.

    Remove all education programs for the Indian Priority System so that we wouldn't have to fight the battle every year to maintain the funds. Establish a formula for adult education with the base amount of funding for each Tribal program.

    Forward funding and start of contract dates in JOM, Higher Education and Adult Education.

    Impact Aid funding to be funded the full appropriation levels authorized by Congress with at least a 50% increase in funding for PL 81-815 school construction levels.

    Federal and state policies that affect Indian people, including students, should have "set-aside" funds for Indians.

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Additional money for books and fees must be made available.

The President and Congress must provide new initiatives to protect, preserve, and promote one of America's most important and precious resources; diversity of its culture and people. The must appropriate funds to implement the Native American Language Act and strengthen the Native American Religious Freedom Act.

Local control must be in place to ensure that community needs are met by Federal/state funding sources, rather than the Federal/state funding responding to agency needs.

More funds should be added to the Fellowship program but not subtraction from other sections of this act.

Increased higher education program funding must be made available to tribal governments immediately.

15. The subsistence right of Native people must be defined. Subsistence needs to be recognized as a valued economic system. Cultural practice should be included in the definition. It should not be in economic terms, or in geographic terms.

16. US Senate Bill 1595 for preservation and enhancement of Alaska Native languages must be supported.

17. Support the return of tribal remains and artifacts to tribes.

18. Federal decisions impact Native people in Alaska. Legislation and funding decisions must consider the unique needs of Alaska Native people. Decisions must ensure that Alaska Native tribal rights are upheld and that our specific needs are met.

19. Recruitment and Retention

Because the number of Indians in the teaching profession is inadequate, funding for Native Americans pursuing a teaching career should be increased and maintained.

Financial incentives and other programs should be established to enable Native people to prepare to be teachers and to commit to work in schools with Native students.

Recruitment procedures and activities should be such that Native American students will have a higher probability of success in graduating from institutions of higher education.

20. Industry be made aware of high unemployment of Native Americans and provide an avenue for employment to Native american graduates.

21. OIE must provide a 60-day response time for Fellowship approval or denial. The law must also disallow extension to OIE in meeting this standard.

22. If the Federal Government and the State of Michigan are to enhance the educational outcomes of Michigan Indian students they must go through policy development and the fiscal resources of the BIA, Office of Education and Michigan Board of Education work with post secondary institutions to assure that the following concepts and ideas are fully incorporated in all aspects of the higher education program.

23. Program Compliance and Evaluation

Improved monitoring efforts should be established at the federal and state levels to assure that Impact Aid is not used to "recruit" students from a reservation site to a non-reservation site just to increase the non-reservation site's funding.

Impact Aid accountability.

Appoint a regional person who very strictly holds JOM and Title V programs accountable.

To increase the availability of post secondary education to Navajo people and completion rates in post secondary programs, financial aid resources need to be evaluated, increased, and changed in their requirements. More room must be given to meeting developmental education needs as part of a student's college program.

There must be equity educational attainment for all Montana minorities, especially American Indians, beginning at the earliest possible level. We must assess local educational agencies and determine where they must begin to address the under-representation of minorities in education. Once decided, a plan of action will need to be formalized and approved by all institutions/individuals involved and committed to making the change.

Some states have/are using PL 81-874, Impact Aid funds in state equalization plans, thereby damaging the intent of the law. The President and Congress must review current state efforts toward equalization in an effort to ensure compliance with the 1978 amendments to the law, which (1) ensured parental involvement, and (2) addressed the unique and special needs of American Indian students. They must also review the financial status of those school districts which enroll significant numbers of American Indian students, since federal land is non-taxable.

The Federal government must assure that Program dollars identified to service American Indian students are being used for their intended purpose.

BIA boarding school institution is not in sync with universal expectations for participation and self-determination. The President and Congress must review the mission, intent, and effectiveness of boarding schools, especially as they relate to cost effectiveness, cultural expectations of tribes, community values, the educational delivery system, and parental responsibilities and expectations.

24. Lower the parental contribution to a level which would allow students form middle income families to receive PELL support.

25. Indian health scholarships require that applicants must be notified within 60 days after application concern approval or denial of this scholarship.

26. Tribally-Controlled Community College Act use a system, based on ISEP, which would given base-level funding of at least $300,000 dollars to small colleges with fewer than 250 full-time students in addition to ISC funding.

27. BIA: Leave higher education, AVT, adult education and JOM guidelines as they are.

28. Student summer employment earnings must be excluded from the student/family contribution formula used to determine financial aid need.

29. American Indians face a myriad of socio-economic changes which hamper educational achievement. The President and Congress must communicate to carry out the mandates of the federal trust responsibility to American Indian tribes.

30. BIA educational dollars are not in sync with levels of participation.

31. Infrastructure

There is a documented need for educational facilities. The President and Congress must increase levels of funding for PL 81-815 (school construction), appropriate construction funding for PL 95-471 (as amended), Tribally Controlled Community Assistance College Act, 1972, and amend Head Start/Day Care legislation to allow for facilities construction and renovation.

32. The President and Congress must reaffirm the treaties and the unique and special relationship that exists between the federal government and tribes. They must allow for the reassessment of the validity of the tribal governance structure and in the relationship between the tribes and the Federal government so that true self-determination can occur.

33. The varying definitions of American Indians for program purposes have a detrimental and divisive effect on American Indians, individually and collectively. The President and Congress must review this detrimental and divisive effect with all affected entities. They must review the adequacy of funding as related to those programs requiring definition of "American Indian " and review the unserved American Indian populations that result form varying definitions. They must also review the tribes enrollment practices as they relate to provision of benefits and review this issue as it relates to non-Federally recognized tribes.

34. Coordination

A coordinated effort is needed to address the serious under-representation of American Indians in eduction.

Indian Health Services need to coordinate programs with educational institutions in promoting family wellness so that a focus on education can take place.

35. Boarding schools should be closed so that the responsibility of teaching, raising, and socializing children remains in the family, in the local school system, and within the community.

36. In responding to this question, the following survey data were utilized. First, 89% of the survey respondents "strongly agreed" or "agreed" that it is not possible for one national Indian Education policy to be created which can adequately address the diverse needs of American Indians. Second, Federal legislation, laws and regulations should take into account decision making at the local and state levels. Third, direct grants and contracts to Indian tribes or other groups should continue to serve as a primary means for funding Indian Education programs, whether federally recognized or non-Federally recognized. Fourth, a base amount of funding should be established for Indian Education programs to ensure that small projects can be efficiently and effectively administered.

37. The 1980 Definition of Indian Study should remain the guiding criteria defining participant eligibility for Indian Education programs.

38. The Federal definition of "minority" should include Indians.

39. A program such as the National Teacher Corps is needed once again.

40. Increased funding for JOM and Title V programs.

41. Funds should be "set-aside" at the National level to support the advocacy council.

42. Any policy developed must maintain tribal sovereignty.

43. There needs to be a consistent definition of Indian for all Federal programs.

44. Keep JOM out of the Indian Priority System so that the funds may continue to serve Indian students.

45. Federal grants need to be made more readily available to institutions to start up multi-cultural centers.

46. The Bureau should allow the Oneida Tribe to disburse their own graduate student funding.

47. Make changes in the re-authorization of Federal financial aid system in regard to dependent/independent status, and the use of non-liquid assets as available resources.

## Other

1. Rather than using the year 2000 we should amend the time frame to the year 1994 to implement these programs. The rationale for amendment is that the present administration would be out of office by the year 2000. In 1994, it would be held accountable to attain these goals.

2. Data

   There is a need to look at representation of Alaska Native people, incarcerated in both juvenile and adult facilities as it compares to the population as a whole.

   Publish a comprehensive directory of financial resources available to Native American students to be distributed to Tribes and Indian communities. Responsibility: Federal Department of Education and Bureau of Indian Education.

   Enhance computer data base system to include a separate section on Native American financial resources. Responsibility: State or Federal Government.

   That data be carefully examined to assure that Indians are properly and accurately counted that all may benefit.

3. The environment must be protected; clear air, water and land must become a national priority. A nuclear free zone must be established in Alaska.

4. Urban

   Native people in Alaska reside in rural areas of our state and in urban areas -- closer to services, jobs and housing. In urban areas, Native people often do not have adequate central meeting places to practice cultural heritage and receive needed services. Native people understand that participation in cultural practices is a way of strengthening the community, families and children. Funding must be provided to urban settings which provide central meeting areas and services for Alaska Native people.

   Large numbers of American Indians reside off-reservation and do not benefit form education programs designed for their benefit and participation. The President and Congress must revise the Johnson-O'Malley Act to include all eligible American Indian students and increase the level of funding.

   Tribal colleges must look for ways to provide adult education services to urban populations. This may include delivery of programs in urban areas and teacher training and curricular support for off-reservation colleges and universities.

5. Host leadership development institutes that offer opportunities for strategizing about tribal concern, foster higher order thinking skills, and which model conflict resolution and problem solving utilizing contemporary cases and role playing.

6. Long range: Tribes and post-secondary institutions need to set up endowments for education.

7. Offer grant-writing workshops regularly and regionally.

8. Set up specific grants, fellowships and program centers for the evaluation and awarding of grant requests.

# TOPIC 10
# NATIVE AND NON-NATIVE SCHOOL PERSONNEL

Categories have been developed to facilitate the development of plans of actoin and strategies by the Conference Delegates. They are:

1. Student Issues
2. Family Issues
3. Community/Tribal Issues
4. Educational Institution Issues
5. State Issues
6. Federal Issues
7. Other

The configuration for the state recommendations will also promote uniformity in the eleven concurrent group sessions to ensure that efforts by the Delegates and observers are maximized within time constraints for these sessions. An added benefit that should result from these categories will be the ability to transfer plans of action into either legislative or administrative proposals. When the plans of action are put into legislative or administrative proposals, funding needs and priorities will be easier to identify and secure.

## Student Issues

1. Students should be encouraged early to consider teaching as a career. This is enhanced by observing Native teachers as role models.

2. Preparation of Native American students begin in high school for future teachers.

3. Accept the idea that students can learn at high levels under the right conditions of teaching and learning. All groups must work toward raising the mean achievement and reducing the student achievement variance.

4. That efforts be undertaken at the Federal, state and local levels to focus more attention on the different learning styles of students, including Indians, and that more application teaching be encouraged.

5. Transfer guidelines for students enrolled in community colleges.

6. Compiling and disseminating information for programs which would benefit Indian students.

7. Teaching Native American students to think critically and become problem solvers.

8. More counseling services to deal with a child's needs (i.e., dysfunctional families, alcoholism).

9. Indian education points toward learning as a priority for personal success and achieving happier lifestyles.

10. Use of tuition waivers and other incentive programs be designed, so that all Native American students have access to higher education geared -- teacher education, social workers, etc.

## Family Issues

1. Parents must be given appropriate opportunities to learn new sophisticated terminology and methodology.

2. The committee identified the need to research, develop, and implement programs of parent training to include, but not limited to, areas such as: the parent as teacher program; parenting skills before becoming a parent (high school focus); Grandparents as parents; and Early Childhood psychology for parents.

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3. Focus on Indian families with special attention on drug and alcohol programs for identified problem cases.

4. Parents and elders must be turned to as a resource. Elders must be able to be teachers both to students and to educational staff. They are repositories of expertise and understanding of Navajo traditions and values. They are a resource that must taken into the schools and used to broaden the educational base of both students and staff. Again, funding requirements must be supportive of such a use of community people, or must be changed to become supportive.

## Community/Tribal Issues

1. School districts are asked by the preconference participants to seriously consider the immediate and expanded inclusion of Native elders as invaluable resource persons and partners in the development of curriculum materials for Native students and their Native involvement in implementing appropriate aspects of the curriculum in the classroom with school teachers. Many of our elders will no longer be with us after the next twenty-five years. When they leave, a large portion of our languages and cultures will leave with them. Elders have also played a central role in educating Native children. What they know and what they have to teach belongs in our children's classrooms.

2. As educators, better understand the culture of the student and his/her family, increased community participation can be expected.

3. Tribes need to further develop language study materials to make Native literature more widely available. Native languages and cultures need to be integrated into all parts of the curriculum.

4. Tribes should assume greater responsibilities in orienting new staff members to their culture.

5. Native elders and community members should develop teacher training materials to assist non-Native teachers in becoming more knowledgeable about traditional values, leaning styles, and Native lifestyles.

6. Native American resources can be made readily available to all teachers.

7. Provision of training to all those people (parents, educators, tribes, communities) to reduce ignorance and misunderstandings of both Native and non-Native culture.

8. Colleges/Universities and Tribal Governments must provide all employees with training in quality leadership, measurement, analysis, problem solving, self evaluation, and assertiveness training. We must recognize that different levels and functions in the college/university organization processes require different types of training. In-service for the improvement of educational outcomes cannot be a yearly or even monthly activity. It must be part of the normal work of the institution.

9. Make more accessible job training and employment opportunities for needy parents along with child care and literacy programs.

10. The Navajo Nation needs to develop a Navajo language curriculum for all schools in the Navajo Nation or with a significant number of Navajo students and to require that such curriculum be offered. This goal requires that the Navajo Nation enjoy a Department of Education status comparable to state requirements. It parallels the goal to Navajo social studies development identified in the previous category.

11. As part of its state plan, the Navajo Nation should establish a comprehensive plan for development of professional and paraprofessional staff working with disabled children and adults. Training resources need to be identified both through scholarship assistance and training resources for such an effort.

12. Developing curriculum in accordance with tribal councils.

13. Dissemination of information to Indian people regarding Out of State Enrollment requirements.

14. Workshops and materials should be developed to educate students, parents, teachers and administrators statewide, on and off reservation. Multi-cultural approaches to training which include history, language, philosophies, concepts, values, family structure and learning styles must be an integral component of the school curriculum and in-service training.

15. Special demonstration projects and practicums be implemented utilizing existing land resources.

16. Develop teams of elders and other bilingual persons who through paid or volunteer services can spend time in the classroom integrating language into teaching and curriculum.

17. Elders and traditional people are provided opportunities for pay or as volunteers to join teachers and other educators in the classroom working with children, modeling tribal values and teaching tribal ways.

18. Network of parents, elders and community leaders be accessible to teachers to ensure appropriate delivery of materials.

19. Teacher training particularly to achieve CDA's but also for baccalaureate and other programs must be emphasized by tribes to ensure quality teachers and programs.

20. Educators must tap into Native American organizations for resources and advice.

21. Recognize successful Native American models and use them.

22. Positive role models who work volunteer in the school system.

23. Native American people involved in hiring staff whenever possible. (i.e., to determine sensitivity to Native American population).

24. Educated people need to take time to mentor others. Mentoring can take place at all levels. Involve all students including college, high school, middle school, elementary and vocational education students.

25. Indian people should be involved in textbook selections.

## Educational Institution Issues

1. Need to offer career education programs at an early grade level.

2. Future teachers have adequate facilities and facility options for a learning environment.

3. The educational system must develop culturally sensitive programs and services which identify and meet the special needs of fetal alcohol syndrome, AIDS, and Agent Orange effects on American Indian children.

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4. The educational system must urgently develop culturally sensitive AIDS prevention programs and disseminate the information within the American Indian communities.

5. Colleges/Universities and Tribal Governments must provide all employees with training in quality leadership, measurement, analysis, problem solving, self evaluation, and assertiveness training. We must recognize that different levels and functions in the college/university organization processes require different types of training. In-service for the improvement of educational outcomes cannot be a yearly or even monthly activity. It must be part of the normal work of the institution.

6. Holistic approach to the learning process.

7. Address cultural deficiencies through holistic approaches.

8. That all policies should be culturally, linguistically and developmentally appropriate and should: a) focus on teaching and learning with the student as the customer; b) focus on improving the quality of education for Indian students; and c) focus attention on innovation - to look for better ways to enhance learning.

9. Encourage schools to desegregate student data so that data about Indian students will be highlighted, such as academically talented students or dropouts.

10. Enhance the relationships between schools and institutions of higher education as well as businesses and industries in local communities.

11. Urge local education agencies and state education agencies to monitor closely the national goals with special attention to Indian students' progress.

12. Promote curricula efforts that address critical thinking skills.

13. Lack of directors in schools, one person must be in charge, that should be the curriculum person.

14. The public school system needs to understand more about Indian learning styles.

15. Indian history.

16. Portray Native American life and culture in a more realistic sense.

17. Educate Anglo students about Indians through heritage days and or habits.

18. Tribal values which include tiospaye (extended family), respect, etc., are practiced in the schools and ways to teach and honor these values are discovered and promoted by Indian educators. These values are integrated in the maintenance of tribal homeland ethics and language preservation strategies.

19. School personnel are trained to be sensitive to parental concerns and participation. Parents are listened to and communication skills are stressed.

20. Develop special programs to meet the needs of FAE/FAS children through curricula and teacher training. Search for successful models which incorporate tribal values.

21. Schools need to meet cultural and language needs of all students.

22. Native American students should be taught using appropriate strategies, i.e., cooperative learning, for their learning styles.

23. Increased counseling.

24. Curriculum:

Curriculum content and materials must be accurate, complete and include local, state and national contributions of Alaska Native/American Indians. Additional Federal funding should be made available to promote multi-cultural education appreciation, awareness to develop and enhance a global perspective.

It is recommended that the indigenous language and culture be required instruction in public education.

School districts must start offering college level courses in high school.

Indian youth should become involved in the general election processes through school curriculum.

Curriculum and instruction should be culturally appropriate and accommodate a variety of learning styles and levels of development.

The pre-conference participants recommend that all school districts reexamine current curricula to promote and incorporate relevancy for Alaska Native students. Basic academic skills must be presented within the environmental and cultural realities of the student. Materials and texts must reflect the realities of the Native student's life around him or her. The school environment must reflect and validate the importance of the Native cultures. To motivate students to learn, what is learned must have a high correlation to practical application of the community and world in which we live.

A critical need to review and disseminate existing curriculum materials that address the historic accuracy of Indian contributions to society that are culturally sensitive to Native Americans throughout Indian country.

Promote curricula efforts that address critical thinking skills.

Curriculum development is needed in the Head Start Program, particularly on the Navajo Nation and other Indian Head Start programs. Curriculum must be consistent and comparable from site to site within the Navajo Nation, although it should be able to differ from curriculum in non-Navajo Head Start programs. The Navajo Nation should be supported in its efforts to develop a model of Head Start services and classroom delivery for all Navajo Head Start programs. This model should incorporate Navajo cultural content and Navajo learning styles. Again, such curriculum development should be available under the basic Headstart Program and should be encouraged by national administrators of the program.

Include more about tribal cultures in the curriculum.

Existing curriculum should be restructured and new curriculum developed to meet this goal.

Integration of a core Indian studies curriculum replete with teacher preparation, standards and objectives, curriculum materials and enrichment activities which strengthen Indian student self-worth and academic performance.

Curricula which teaches land history, use and decision making models be integrated at all grade and age levels.

Treaties and tribal government curricula are integrated at all levels of education.

Develop curricula that fosters and honors traditional leadership and appropriate contemporary leadership.

An immediate priority is the development and implementation of curricula that accurately portrays the impact of Columbus' arrival, and of colonization and cultural oppression.

Native American cultures must have equal status with those already being taught within the systems. To accomplish this, Native American authors need to be hired to write authoritative texts to be used in courses for training teachers and for use in the daily classroom work by their students.

The number one priority relative to school district personnel issues continues to be the need to incorporate qualified Native people into the staffing of public schools at every job level.

In 1988, one of the most frequent recommendations heard by the Governor's Interior Commission on Children and Youth from Native youth was the need for more Native teachers, counselors, and other role models.

There are many teachers who simply do not fit, are not committed to rural values, and through their own individual ethnocentricities, demean Native students. These teachers alienate themselves from the village and Native community and do little more than collect a sizeable income. This is not acceptable. It is not cost effective and it has a devastating affect on our Native children.

All incoming district personnel should be carefully screened, and only the best should be recruited to serve in our schools. School districts should utilize local Native advisory boards to determine what special qualities in teachers, principals and staff are valued by parents and students. Recruitment efforts should extend nationally to higher educational institutions which have a focus on cross-cultural training of educators. Local native advisory boards should be actively involved in the interviewing and selection of the district staff that will teach their children.

Schools must also have appropriate staff configurations including counselors for every grade level to effectively educate children when they arrive at the school house door, regardless of variations in student's interest, capabilities, or learning styles. Our state educational system must be fundamentally restructured to ensure that all students can meet higher standards. Our schools must focus on results not just on procedures. There must be powerful incentives for teacher performance and improvement, and real consequence for persistent teacher failure. Gifted, creative, and sensitive teachers must be recruited and more teachers who reflect our cultural richness must be trained and utilized.

Provide funding for in-service and teacher training.

Provide opportunities for teachers to work cooperatively with instructional strategies which are proven to be effective for Indian students.

Relevant university programs which focus on strengthening Native cultures for example, Native languages and history courses are needed as well as courses to help teachers work effectively with Native children relative to social issues such as child abuse, neglect and suicide prevention. The universities need courses that prepare teachers for multi-cultural Alaska native learning styles and cross cultural communication. Graduate research programs need to focus on issues which will benefit Native people. The conference participants also suggested the creation of tribal colleges within the State of Alaska.

Provide teachers opportunities to work cooperatively with instructional specialists in the development of curriculum and instructional strategies proven effective for Indian students to gain mastery of basic academic skills.

Inadequate training for personnel involved in substance abuse programs.

Initiate proven abuse prevention procedures in school and provide for the training of staff to use them.

Employ teachers or educators that have a knowledge of Native American culture that have received adequate training.

Effective methods to educate at an early childhood level include the use of bilingual personnel, continued staff training, use of hands-on activities, ample opportunities for oral language development and the introduction of native language in preschool.

It is widely believed that teachers need to be retrained in learning styles of Native American students. Native Americans need to be challenged, especially in mathematics, communication and computers for today's working environment.

Schools and personnel must first understand the background and feelings that have developed over the years. Then they will realize what must be done to overcome the past and establish the institutional changes that must be made to establish a new bonding between the Indian parents and the schools.

University-level, on-site courses should be provided, as well as continuous opportunities for staff to upgrade their skills, knowledge and abilities to meet the needs of Indian children.

Schools must provide effective orientation programs for non-Indian teachers, coordinated staff development programs for early childhood and primary school teachers and increase cooperative and innovative programs with universities, including programs to provide paraprofessionals with required courses to enable them to earn degrees.

Schools should enhance staff salaries to levels comparable with other professionals and utilize their expertise effectively during non-teaching time.

Teachers must be effectively trained in cultural sensitivity to the needs of Indian children and their families, especially in early childhood and primary grades.

Create incentive programs such as educational enrichment and staff development opportunities, which may include matching tribal funds or other subsidized benefits, to attract and retain the best teachers and administrators for local schools.

Appropriate training should be available to teachers to learn new and existing curriculum or improved methods of teaching.

Non-Native teachers need more opportunities to interact with Native people during teacher preparation programs. This interaction will increase their knowledge of tribal diversity and respect for Native peoples and diminish damaging stereotypes they may hold and subsequently teach.

On-site teacher training and professional development programs should be available to Native people isolated areas.

Trained Native counselors must be available in every school where problems exist.

School personnel frequently use sophisticated educational terms to make parents feel uninformed and inadequate. Teachers and administrators need training in successful communication with diverse cultural groups and with parents who are interested, intelligent, but not highly educated.

Implement desensitivity programs that replace stereotypical images of Native American customs, culture, history and goals with accurate and real information on the contemporary reality of Native Americans. These programs should be designed for school administrators, faculty and staff utilizing local universities, academic experts and tribal representatives.

The committee identified the need to provide the mechanisms necessary to assure that non-Indian early childhood educators/specialists be trained and sensitized to the unique culturally related variables impacting American Indian children in order to assure that such children receive the fullest opportunity to grow and prosper during the early years of life.

Teachers in-service training required once a year include diverse topics at a Native American college or In-service directed by a Native American instructor(s).

School staff need to be respectful of American Indian religions.

College curriculum development and funds for implementation of teacher training programs for teachers of Native students. (national emphasis)

Improve teacher training to assure cultural awareness and sensitivity.

Design appropriate teacher training programs that all teachers are required to take.

In-service students and teachers on teaching and learning styles.

Programs/courses in Tribal governments/continuing education for teachers.

Reservation schools need to stress a teacher mentor program designed to assist first-year teachers in an orientation to the students, community and culture (teacher to teacher, community to teacher).

Staff development in the Head Start program must be intensive and ongoing. This includes education and training for teaching staff, administrators and support staff. Credentialing of teaching and administrative staff is a must for this program. But credentialing without increases in salary commensurate to the educational effort required is self defeating. As staff become more highly credentialed but no better paid, they leave, producing a high turnover rate. Therefore, conferees seek Federal support, including regulatory support and appropriations support for operations Head Start with a professionally trained and credentialed, professionally paid staff.

Support system - assistance for those interested in part-time schooling, i.e., teacher aides, head start teachers, paraprofessionals who work in the schools, etc.

The Navajo Nation needs to identify the core competencies, in-service experiences and cultural awareness training required of all teachers of Navajo children and require that all teachers certified to teach Navajo children obtain such competencies and training. Every Indian nation needs to be able to establish such requirements.

More autonomy for Native American educators.

Mandate teachers to attend classes or have coursework on Indian education. Have college classes to teach the learning styles of Indian students.

All educators regulated by states should be required to undergo cultural awareness and sensitivity training programs on and by American Indians to maintain their eligibility to teach.

School personnel such as faculty and administrators need to be educated about Native American beliefs and customs.

Culturally sensitive personnel should be sought for employment in educational systems.

All teacher training programs include curricula on tribal homeland history, maintenance, use and development particularly stressing a tribal homeland ethic.

Develop special staff and teacher training programs which mandate faculty/teachers, boards and other employees to receive language training.

Improved teacher training both in current education programs and for current school teachers. Individuals who come from out of state to work in South Dakota schools receive tribally mandated training pertaining to content and methodologies for working with Indian learners.

Teacher and staff training that educates about the whole approach to Indian education which then aids in the delivery of education services.

School personnel need to be aware of non-traditional family situations among Native Americans.

To overcome previous deficiencies in opportunities available to Indians, funds should be provided to train teachers and school administrators by teacher workshops to understand the social, cultural, emotional, spiritual, and mental processing systems of the Native American child.

Indian Educators need to be involved in educating school personnel about insensitive, out-dated and inaccurate material.

Provide special in-service training for school staff, faculty and administration that compensates with release time.

Compensate Native American teacher involvement with Native American community education issues; allow release time.

Get tribal teachers at the same pay level as off-reservation teachers.

Set up a teacher evaluation method which is more comprehensive and requires parent participation.

Funds should be designated for school districts to provide sensitivity training to all teachers so that they are better prepared to teach students of ethnic backgrounds. Multi-cultural awareness training should be a requirement for all schools at all levels of education.

Funding is needed to increase the number of Indian people employed as guidance counselors in schools. One goal might be to begin by employing at least one qualified Indian person in each school district who could train other counselors in specializing needs of Indian students.

Teachers of Indian students must be required to learn the language, culture and traditions of the tribe that they work for. The staff hired to work with the students must respect the values of the people and work to enhance the students pride and self esteem through inclusion of the culture and language in the academic curriculum.

Teacher education on Indian culture is needed.

Affirmative action for American Indian professionals on all levels should be encouraged and rewarded.

Motivate non-Indian teachers to learn more or care for Indian students.

American Indian educators need to work constructively with non-Indian educators.

## State Issues

1. Certification:

Alternative must be provided for teacher certification on the State level, facilitating recognition of teaching skills and knowledge of curriculum content of recognized experts.

Cross-cultural teacher training programs must be implemented requiring study of at least 6 credits in Alaska native culture and/or language.

State universities should provide an early childhood certification program in rural areas for the convenience of personnel.

Native people make up a significant proportion of many student bodies throughout the state but few, if any, Native teachers, counselors or staff are hired to provide role and cultural models. We need more Alaska Native/American Indian teachers. Many Natives do not possess the degrees or certification requirements these positions require, but they offer the cultural understanding vital for Native young people to succeed in school and for non-Natives to understand Native cultures.

Teachers in Indian communities should be required to complete certification programs designed to sensitize them to local needs, culture, values and traditions. These programs should be designed by tribes, but should be equivalent to state certification procedures.

Require teachers to complete a course in Ethnic Relations which would include accurate information concerning Native Americans. (Law enforcement officers in Florida are required to complete a course in Ethnic Relations.) The responsibility is with the state and local education agencies.

We recommend that Federal legislation be introduced and enacted to support and expand the impact of the Native American Languages Act. Recommend federal legislation to mandate state design of multi-cultural instruction to include specific instruction in Native American culture and histories, not limited to treaties and languages. The design to include specific ties to teacher certification and monitoring to determine state and district adherence to legislation.

There should be a national certification procedure between the states to interface credentials of the Native American Teacher for accreditation.

Teacher certification (should) be geared toward a more culturally diverse background education of teachers, with an extra year used for this focus.

The certification process of all educators (teachers, counselors, administrators, both Native and non-Native) include a reflection of accurate cultural resources and information.

Michigan Department of Education's State Board Continuing Education Unit programs should include opportunities for teachers to become more sensitive to the needs, culture, traditions and history of American Indian students.

State core curriculum requirements should require the infusion of Native culture history, language, and traditions be taught in all aspects of the school curriculum. (state P.A. 25 legislation and national emphasis)

Cultural diversity instruction mandatory for every certified teacher.

Nine hours in Indian studies for teacher certification.

Curriculum should be identified and consistent district to district, college to college for the state's human relations certification requirements.

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Consider stricter requirements for counseling degrees (internships, more classes specific to Indian learning styles and social development). At least require an orientation to multi-cultural or Indian emphasis.

Education certification requirements should be adjusted and funds be made available for tribal elders/individuals to be brought into the classroom as recognized instructors receiving remuneration to teach language, tribal culture and teacher training.

Use certification to ensure qualified GED/Adult education teachers.

Cooperation and collaboration between state agencies, schools and colleges to strengthen teacher certification, Indian studies requirements and to facilitate curriculum development for all grades.

Set a required competence level in teaching culturally different children for all recipients of a teaching certificate.

Requirements for teaching on Reservation and BIA schools must be more stringent and specific to the assignment.

The need for mandatory teacher/counselor training courses toward certification which train pre-service candidates in hope to better provide classroom instruction with Indian students.

The whole teacher certification process needs to be challenged so it reflects the educational needs and goals of students and communities.

The USOE teacher certification office, colleges of education and Indian educators need to form a standing multi-cultural standards and course content committee. The committee is to develop, implement, adjust and monitor the standards and courses required. Such course is to be mandatory for teacher certification. A suggested minimum of nine (9) credit hours for Indian education courses.

State laws and regulations controlling teacher certification need to be changed. Teacher training and certification should require studies and testing on cultural competency. Fetal Alcohol Syndrome/Effects and other chronic health problems which impair learning.

Certification of classroom teachers should be required and verifiable.

Cultural and language requirements for teachers: recommend that all teachers be required to take language and cultural classes before teaching predominantly American Indian student populations, and that they study the languages and cultures of the student they will teach.

The requirement of accurate Indian history in public schools would make it so that teachers teaching history or government classes would have to have taken courses in Indian history in their college to be certified. This in turn would require that true and accurate Indian History be taught in institutions of higher learning. The history should be taught in the context of U.S. and Wyoming History because Indian History is a part of it. It does not exist outside the present United States. People must be taught and understand the history of societies of Native American past, Native American contributions of today and yesterday. This cannot be an elective or separate course.

2. College level courses must be designed to teach new teachers how to teach a variety of cultures in Alaska.

3. It was recommended by the pre-conference participants that the State Board of Education actively support the training of local school board members and support HB 352 - the mandate for Native studies and languages in all schools. No child in Alaska should be allowed to graduate from high school without successfully completing a course in Alaska history and culture.

5. Because the number of Indians in the teaching profession is inadequate, funding for Native Americans pursuing a teaching career should be increased and maintained.

6. Recruitment:

   Colleges and universities should recruit mentors, provide peer counseling, establish tutoring programs, and create other support systems to retain Native students in teacher training programs.

   Basic skills assessment tests prove to be a barrier to the recruitment of Native teachers. These tests need to be reviewed and revised.

   Increasing the number of Native educators and administrators to facilitate a culturally sensitive cooperative approach to education.

   Native Americans be recruited into the educational field and be given necessary financial support.

   Enhance recruitment of Native American teachers.

   Need to increase American Indian teachers/administration in the schools who are committed to the success of American Indian students.

   Get Native students into the field of education and develop a plan to retain these students.

   Increased recruiting of Native American educators in schools.

   The public schools should hire more Indian teachers and administrators.

7. Many of these offices/agencies who lack American Indian staff often lack the necessary knowledge and sensitivity to work effectively with Michigan American Indian families. Training programs need to be established in cooperation with knowledgeable Indian representatives to train and sensitize non-Native staff working in social service agencies.

8. Financial aid staff must be culturally sensitive to the needs of American Indian students in higher education.

9. Scholarship:

   Increase Native American scholarships.

   Complete financial aid for college.

   Increased funding for Native Americans to go to college and graduate level.

   More money for scholarships.

10. Incentive programs for college.

11. Special efforts should be put in place to engage in local longitudinal studies of dropouts.

12. Public education that "informs everyone" that Indians "do not get a free ride" with education monies.

13. Transfer guidelines for students in community colleges.

14. Any policy developed must maintain tribal sovereignty.

15. Develop resources and disperse to state officials and national officials who make the decisions on the types of curriculum to be included in the schools.

16. Financial and human resources must be allocated or acquired by schools and colleges to foster curricula design and distribution.

17. Offer grant-writing workshops regularly and regionally.

18. Set up specific grants, fellowships and program centers for the evaluation and awarding of grant requests.

19. Institute and require culturally relevant training of teachers/administrators and counselors who serve American Indian students.

20. More financial support for development of curriculum; also more sharing of what is currently available.

21. The state laws should require Indian culture and languages as legitimate courses for public schools. The graduation requirements could include these courses. These courses would be taught by Indian professionals.

## Federal Issues

1. The DOE must put together a Task Force to deal with Native students and their grades, to find out where we are losing students through the system. The Task Force must also come up with recommendations to the local schools to help them overcome this problem.

2. In-service costs - $200.00 per teacher.

3. Native Recruitment:

   Because the number of Indians in the teaching profession is inadequate, funding for Native Americans pursuing a teaching career should be increased and maintained.

   Colleges and universities should recruit mentors, provide peer counseling, establish tutoring programs, and create other support systems to retain Native students in teacher training programs.

   Basic skills assessment tests prove to be a barrier to the recruitment of Native teachers. These tests need to be reviewed and revised.

   Increasing the number of Native educators and administrators to facilitate a culturally sensitive cooperative approach to education.

   Native Americans be recruited into the educational field and be given necessary financial support.

4. Scholarships:

   Renewed efforts must be made to recruit mentors, provide peer counseling, establish tutoring programs, and create other support systems to retain Native students in teacher training programs.

   There exists a shortage of Native American teachers, counselors and educators. We recommend that federal legislation be enacted to supplement current BIA/IHS training programs to include funding for undergraduates in education and health as well as to increase funding for graduate training for Native American professionals.

   Enhance recruitment of Native American teachers.

   Need to increase American Indian teachers/administration in the schools who are committed to the success of American Indian students.

   Get Native students into the field of education and develop a plan to retain these students.

   Increase Native American scholarships.

   Complete financial aid for college.

5. We recommend that Federal legislation be introduced and enacted to support and expand the impact of the Native American Languages Act. Recommend federal legislation to mandate state design of multi-cultural instruction to include specific instruction in Native American culture and histories, not limited to treaties and languages. The design to include specific ties to teacher certification and monitoring to determine state and district adherence to legislation.

6. Classes and programs need to be developed and implemented to meet the unique needs of the Indian community BIA and Department of Education financial support.

7. Many of these offices agencies who lack American Indian staff often lack the necessary knowledge and sensitivity to work effectively with Michigan American Indian families.

   Training programs need to be established in cooperation with knowledgeable Indian representatives to train and sensitize non-Native staff working in social service agencies.

8. Financial aid staff must be culturally sensitive to the needs of American Indian students in higher education.

9. Incentive programs for college.

10. That supplemental Federal funds should be appropriated to hire Indian counselors, develop awareness programs and to treat youthful offenders.

11. Staff development in the Head Start program must be intensive and ongoing. This includes education and training for teaching staff, administrators and support staff. Credentialing of teaching and administrative staff is a must for this program. But credentialing without increases in salary commensurate to the educational effort required is self defeating. As staff become more highly credentialed but no better paid, they leave, producing a high turnover rate. Therefore, conferees seek Federal support, including regulatory support and appropriations support for operations Head Start with a professionally trained and credentialed, professionally paid staff.

12. Parents and elders must be turned to as a resource. Elders must be able to be teachers both to students and to educational staff. They are repositories of expertise and understanding of Navajo traditions and values. They are a resource that must be taken into the schools and used to broaden the educational base of both students and staff. Again, funding requirements must be supportive of such a use of community people, or must be changed to become supportive.

13. The Navajo Community College needs to obtain funding and initiate an amendment to its enabling act to allow it to provide a four year degree, with emphasis on bachelors degrees in education. NCC also needs to serve as a training institute for school personnel in a variety of skills areas, including training in Navajo history, culture and learning styles.

14. The Navajo Nation needs to develop a Navajo language curriculum for all schools in the Navajo Nation or with a significant number of Navajo students and to require that such curriculum be offered. This goal requires that the Navajo Nation enjoy a Department of Education status comparable to state education agencies in the establishment of standards and curriculum requirements. It parallels the goal of Navajo social studies development identified in the previous category.

15. NCC should also become an institute for in-service training of education personnel in the Navajo Nation. NCC will require an amendment to its enabling legislation and funding to institute a four year program to accomplish this objective.

16. Public education that "informs everyone" that Indians "do not get a free ride" with education monies.

17. No Federal fund should be given to any school district with 5% or more Indian students which does not allow Indian tribes to participate in curriculum selection and development.

18. Any policy developed must maintain tribal sovereignty.

19. Develop resources and disperse to state officials and national officials who make the decisions on the types of curriculum to be included in the schools.

20. Consider stricter requirements for counseling degrees (internships, more classes specific to Indian learning styles and social development). At least require an orientation to multi-cultural or Indian emphasis.

21. Require all teachers to take a class about Indians to be certified.

22. Education certification requirements should be adjusted and funds be made available for tribal elders/individuals to be brought into the classroom as recognized instructors receiving remuneration to teach language, tribal culture and teacher training.

23. Financial and human resources must be allocated or acquired by schools and colleges to foster curricula design and distribution.

24. Many educators lack understanding and sensitivity about American Indian's approach to learning. We recommend that there be a major nationwide program to educate the general public, teachers and school administrators to the needs of native children to ascertain the "at-risk" Native families and provide mentors, i.e., Big Brothers, etc. from within the same tribal entities, where possible, to assist in teaching the cultural traditions of Native Americans; to acquaint parents about the educational needs of their children and their responsibilities as parents to achieving those goals; and that adequate funding be made available to conduct these educational programs.

25. Set a required competence level in teaching culturally different children for all recipients of a teaching certificate.

26. Increased recruiting of Native American educators in schools.

27. Requirements for teaching on Reservation and BIA schools must be more stringent and specific to the assignment.

28. Reservation and BIA schools need to be made more attractive to attract top-quality educators.

29. Federal grants need to be made more readily available to institutions to start up multi-cultural centers.

30. Federal grants need to be made more readily available for increasing the number of American Indian counselors.

31. Offer grant-writing workshops regularly and regionally.

32. Set up specific grants, fellowships and program centers for the evaluation and awarding of grant requests.

33. Institute and require culturally relevant training of teachers administrators and counselors who serve American Indian students.

34. More financial support for development of curriculum; also more sharing of what is currently available.

35. Federal support to develop local curriculum (videos, etc.).

36. Indian Health Service needs to develop a curriculum on FAS. The curriculum then needs to be given out to the schools.

37. Certification of classroom teachers should be required and verifiable.

38. Cultural and language requirements for teachers: recommend that all teachers be required to take language and cultural classes before teaching predominantly American Indian student populations, and that they study the languages and cultures of the students they will teach.

## Other

1. Research:

Provide for a Federally funded state-level resource center for Indian education which would assist teachers in providing instruction to Indian children, with relevant, as well as up-to-date materials and techniques of instruction.

Provide adequate instructional material to educators of Indian children.

Networking as well as sharing of historically relevant materials promotes the understanding and education of Native and Non-Native people.

The July 1991 White House Conference on Library and Information Services decided in NIPO8 #4 that, recognizing its special relationship to Native American peoples, the federal government should immediately begin a comprehensive program to collect, preserve and make available documents relating to that history, emphasizing equitable access including electronic formats.

States with significant American Indian populations establish offices to conduct research; collect data; support statewide advisory councils; disseminate appropriate data relative to Indian education; and, provide and maintain funding for in-service education for schools serving Indian children.

Develop a curriculum and work on a statewide and National clearinghouse to specialize in printing of Native American cultural curriculum.

Develop a data base to track students; a clearinghouse for cultural materials and improved teacher training for improving the classroom environment and decreasing the number of dropouts.

Secure more financial support for development of curriculum; also more sharing is needed of what is currently available.

Take steps to create a nationwide program which would allow implementation of curriculum for each state or tribe.

There should be a nationwide curriculum implementation effort to help tribes introduce curriculum to schools for individual state mandates.

# TOPIC 11
# ADULT EDUCATION AND LIFE-LONG LEARNING/PARENTAL, COMMUNITY, AND TRIBAL PARTNERSHIPS

Categories have been developed to facilitate the development of plans of action and strategies by the Conference Delegates. They are:

1. Student Concerns
2. Family Issues
3. Community/Tribal Issues
4. Educational Institution Issues
5. State Issues
6. Federal Issues
7. Other

The configuration for the state recommendations will also promote uniformity in the eleven concurrent group sessions to ensure that efforts by the Delegates and observers are maximized within time constraints for these sessions. An added benefit that should result from these categories will be the ability to transfer plans of action into either legislative or administrative proposals. When the plans of action are put into legislative or administrative proposals, funding needs and priorities will be easier to identify and secure.

## Student Issues

1. Improved communication

   School districts and Tribal Education Departments must drive out fear. Encourage non-threatening, two-way communications on quality student outcomes between local students and tribal communities.

2. Monitoring

   Closer monitoring of students is needed.

3. Roles/Responsibilities

   Let students take part in developing policy and procedure of the school.

4. Scholarship Aid

   To increase the availability of post-secondary education to Navajo people and completion rates in post-secondary programs, financial aid resources need to be evaluated, increased, and changed in their requirements. More room must be given to meeting developmental education needs as part of a student's college program. More attention must be given to the needs of students with children and families and students who are working. New sources of financial aid need to be developed and old sources reactivated. More IHS support for students studying to be nurses, doctors or human services workers is needed.

   Increase student scholarships and fellowships.

5. Dropout Prevention and Retention

   Dropout prevention programs must be instituted in both the elementary and secondary grades. Such programs must include parental involvement, mentoring and other strategies. At-risk youth must be identified early in their academic experience.

   Academic program strategies must be developed, implemented and monitored to retain Indian students not only in school but to enhance their academic performance.

6. Vocational Education

   By the year 2000, Vocational/technical education will be available to Indian students who qualify for such specialized training.

Training for vocational roles, as a priority, should encourage thinking skills, including problem-solving, decision-making, critical thinking, and creativity.

Continue tuition waiver/increase to include vocational/ed training programs.

7. Expand new or alternate sources of revenue to fund adult education programs for state and federally recognized tribes and communities.

8. Career Development

Have students work on employment skills.

Career orientation should begin at a very early age.

Life skills and career education must be provided.

Vocational programs must have trained Native counselors and be focused on jobs of the future as well as preparation for traditional occupations.

Career awareness programs and interaction with Native role models are important in presenting to young people the number of options available to them.

Job placement.

Being able to provide for one's own basic economic needs -- to have the fundamental abilities to read directions, fill out job applications, interview for jobs, interact successfully in the workplace, solve problems, and function effectively in the working world is important for economic security and self-esteem. Schools need to prepare students for a rapidly changing and highly technological world. It is important to acknowledge that the jobs of the future may not exist at this time. Vocational skills must include ability to adapt, retrain, and learn through life. To send students away from twelve years of schooling without the ability to work in productive and meaningful ways cannot be tolerated by Native people. We must look to the future and demand that schools prepare students for responsible roles in this new century.

Students need career awareness programs, careers which focus on professional careers, not just on technical and vocational education and pre-professional academic work needs to be referenced in the economic development plans of the Navajo Nation so that students can perceive real incentives for achievement in school and the Navajo Nation can use the schools to prepare its people to work in a developing economy.

9. Any post-secondary education plan needs to recognize the need of older Navajo students, many of whom have jobs and families and are pursuing their post-secondary education on a part-time basis and without geographic mobility. The Navajo post-secondary education plan must include ways to meet the career development and continuing education needs of these hardworking Navajo people.

## Family Issues

1. Parent Training

Educate parents on school teaching practices.

Our parents need to have access to training which allows them to become active partners with the teachers in our schools. For many Native parents who were separated from their families to attend BIA schools or for the parents of our children today, who grew up in dysfunctional families themselves, this access to training is imperative if they are to fulfill their roles in the educational partnership.

School districts should seriously consider utilizing partners in the social service agencies to teach parenting skills as part of their health curriculum so we can prepare future parents.

Parents should be educated through community programs provided by the schools and schools should learn about the needs of the parents and the community from the parents.

A program should be created that would involve Tribal governments, parents and the community (of residence) using existing resources available to create resource programs that educate and inform students as well as parents in parental skill development.

Funds and opportunities to train parents and involve parents must be a priority of the board members, tribal leaders and school administrators.

Parents need to be given information and training on more effective ways to work with the schools in supporting the teaching of their children. Home/school activities, school readiness activities and ideas for creating a home environment conducive of studying need to be presented to parents with the encouragement to work with the school to help their children achieve.

More parental education.

Educate parents to learn the system.

Funding to address special needs of parent/community/student proactive education addressing social issues.

Teach parents how to address issues and teachers. Initiate a program to encourage students to become more involved.

Educate parents to assure they become their child's advocates.

Native American parents must also be educated about school philosophy and policies.

School districts should seriously consider utilizing partners in the social service agencies to teach parenting skills as part of their health curriculum so we can prepare future parents.

Parent education and involvement must continue to be emphasized in early childhood programs. This education and involvement can be carried into other school experiences.

Educating parents and family about their rights and responsibilities concerning Title V.

Literacy programs for parents should be supported and more adequately funded.

2. Parents

Businesses must provide leave for parents to participate in school activities. Parents must be allowed and encouraged to attend daily school activities: meeting with teachers to discuss child progress, volunteering in the classroom or school office, or volunteering to participate in committees addressing school-related issues. Parents must be allowed to participate in school activities and cannot be restricted to only visiting during the scheduled Parent/Teacher Conferences which only occur 2-4 times per year. Parents must also be allowed to use sick leave to stay home and care for ill children. Parents care about their jobs and care about their children. Studies have shown that if employers take a more supportive role with parents, their employees become more satisfied and more dedicated to their jobs.

Parents must enforce existing attendance policies and be held responsible for the success of their students.

Parental input is vital to any "restructuring" of the schools to help define appropriate cultural and academic needs to be addressed.

Parents can assist school staff in identifying "important" community issues or religious activities that influence the students in a positive or negative manner.

Parents need to become involved at the policy level to promote successful schools.

Parents in all schools should have a voice in the matters of the school, including curriculum, instruction, allocation of funds, personnel and assessment.

Community meetings to encourage parental involvement and parent programs are needed.

Begin the process of parental involvement at pre-school level.

Parents should take an active role in the education of their children.

Encourage parent involvment and parent teams at the local levels.

Parental involvement is a must.

Honor and award (reward) participation. Showcase parental involvement by providing personal and public recognition for any participation.

Form parent committees/teams which focus on specific parental interests such as tutoring, clubs, playground improvement and sports.

Parent advocates are identified and trained to assist parents in their interaction with school personnel.

3. Support Services

Transportation is frequently a problem, as is child care for other children and language programs.

Provide child care and transportation to enable Native American parents to participate in school functions and activities.

Provision of training programs to these individuals to educate them on full utilization of services, the rights of parents and students.

Make more accessible job training and employment opportunities for needy parents along with child care and literacy programs.

Provide funds necessary for mileage, per diem, registration fees to attend meetings, i.e., school board, LEA meetings.

Deliver a variety of services through curricula, special programs and community education.

4. Focus on Indian families with special attention on drug and alcohol programs for identified problem cases.

5. Parents and elders must be turned to as a resource. Elders must be able to be teachers both to students and to educational staff. They are repositories of expertise and understanding of Navajo traditions and values. They are a resource that must be taken into the schools and used to broaden the educational base of both students and staff. Again, funding requirements must be supportive of such a use of community people, or must be changed to become supportive.

## Community/Tribal Issues

1. Employment

Large regional corporations should look at ways of developing jobs for the shareholders.

Local governments, as well as school districts need to look at training local people for the jobs they offer.

Work with community members to organize career days/fairs sponsored by tribes and Indian communities. Responsibility: Individuals, Tribes and Indian communities.

Affirmative Action programs.

Special directives for tribal employment opportunities and which require completion of high school.

Employment - Tribes need to develop a coalition for programs on the development of state apprenticeships.

2. Provide new or alternate sources of revenue to fund adult education programs for state and federal tribes and communities.

3. It must be noted that, in terms of many Indian adults, some way must be found to create a greater incentive than presently exists for learning. When high school, post-secondary and even college graduates cannot find jobs on reservations, there is not a great deal of motivation for learning. On a number of reservations, many Indian adults are surviving, are even living good lives, without bothering to learn to read and write or to speak much English.

4. Outreach

   Schools must function as a resource for parents and community members, providing adult education, activities for senior citizens, foster parents and grandparents, and actively involving the community as a whole in the educational process.

   Increased involvement with local consortium to create better coordination and recruitment.

   Outreach - Tribes need to involve the schools in the day-to-day programs of tribal governments.

5. Support Services

   Partnerships should be created with private businesses and corporations to develop such things as mentor programs and funding for up-to-date equipment for vocational programs.

   Retention of adults in adult education programs could be helped by strong supportive services such as: child care, transportation, counseling, tutoring and job placement.

6. Assure American Indian Communities the opportunity to develop Adult Education programs.

7. Increase funds at tribal level for programs.

8. Provide needed certification among parents, tribal groups to be used as needed.

9. The Navajo Nation should be encouraged and assisted to contract all special education programs operated by or through the BIA. The Navajo Nation should also be assisted to contract and provide all Federally supported services for persons with disabilities for which Navajo people are eligible. This would allow the Navajo Nation to provide a continuum of services could serve as a model for tribally operated services to disabled persons. Contracting of BIA adult and vocational education would be consistent with this proposal as well.

10. Community based vocational education programs. (JTPA tribal funding).

11. Tribal involvement planning pilot project.

12. Equitable access to programs for outlying communities.

13. Develop adult education programs which enhance skills of grassroots leaders and familiarize them with obstacles to change and with global perspectives about tribal concerns.

14. To implement multi-disciplinary and multiple strategies for adult education and community education services.

15. To focus adult education on literacy in tribal and Euro-American knowledge following established tribal standards.

16. Develop adult and community education programs, strategies, policies, and standards through collaboration of educators, elders, parents, and tribal leaders.

17. There is a general consensus that increased funding is necessary for all levels of educational services from pre-natal to death. There is a general consensus that there needs to be a mechanism that allows tribes to access direct funding to administer and provide these educational services.

18. Support life-long learning.

19. Raise our expectations of ourselves and our programs, i.e., build self-esteem from the ground up.

20. The purpose of education needs to go beyond the goal of becoming employable. Education is intertwined with a person's ability to be involved in many different aspects of life -- from religion, to art, sports, politics, physical and emotional survival. Education is more than academic learning.

21. Training - Community school in-service training.

22. Infrastructure - Provide transportation to make schools accessible to parents.

23. Conflict Resolution Committee - Creation of conflict resolution committees consisting of both Native and non-Native people to resolve problems; i.e., racism that affects self-esteem and participation in school districts.

24. Compliance and Priority Setting - Tribal and/or community involvement must not only be encouraged but rather mandated to become top priority at all levels so that programs are truly representative and address the needs of the respective communities as intended.

Tribes need to set priorities for education and try to encourage tribal members to participate in JOM, Title V, and committees run for school board and PTA.

Reservations should set up task forces to examine the consistency and uniformity of standards, curricula and staffing among the various schools serving Indian children in their area. Consolidation of schools should be considered.

Accountability of programs supported by Title V funding needs to be addressed. Methods of audit and review ought to be designed and carried out by both parent committees, area American Indian education professional and local tribes.

25. Incentive-builders to encourage tribal involvement in the school systems.

26. Host leadership development institutes that offer opportunities for strategizing about tribal concerns, foster higher order thinking skills which model conflict resolution and problem solving utilizing contemporary cases and role playing.

27. Develop adult and community education programs, strategies, policies and standards through collaboration of educators, elders, parents and tribal leaders.

28. All tribes and urban communities conduct education forums to develop local education plans.

29. Changes in Indian education should address the growing desire of tribes to manage their affairs. For the Oneida Tribe this ability to administer is key toward overseeing all educational programs, whereby allowing for improvement of services, non-duplication of services and programs and a closer working relationship within the tribal structure.

The Oneida Tribe would like to see this appropriation for a Tribal Department of Education come about in accordance with P.L. 100-297, Sec. 1142.

30. Tribes must encourage and support members who seek election and serve on local school boards.

## Educational Institution Issues

1. Outreach

Educate the Indian community to an awareness of the problems inherent in standardized tests.

Sensitize the community to the waste that is caused by the failure to nurture mathematics and science understanding.

Parents must be made aware of school programs. Schools must solicit genuine input from parents into the content and process of their children's education.

Schools must develop programs to encourage parent participation in their children's education.

It is not enough to offer programs to parents. Schools cannot only provide what the schools want the parents to know. Schools must also provide information the community wants to learn.

Reward parental involvement so that their children can benefit from trips, classroom supplies, may boost parental incentive to participate in workshops or other activities.

Every recommendation for the improvement of Indian education rests on the belief that Native parents and leaders must assume responsibility for the education of their children. This is both a rights and a responsibility. Advisory boards are not sufficient involvement, particularly in a system that has provided so poorly for Native children. Parents themselves will need to gain knowledge, experience and training for roles that are, unfortunately , new to many of them who have been excluded from participation. Schools must welcome, not intimidate or placate, and parents must not be made to feel like unwelcome intruders in their own children's education. It is time for Native people to assume planning, evaluation, governance, operation and accountability for Indian education.

Antiquated procedures such as parent conferences held during the day do not encourage working parents to participate in their children's education.

Traditional parent groups such as PTA may not be appropriate for all families, cultures or family situations. New ways to develop parental participation need to be developed and utilized.

Create a "Home-School Liaison" position to act as a bridge between the Native American parents and the local school.

All programs will provide opportunities for parent involvement (to include grandparents and other extended family members) in policy making, curriculum development, classroom participation, evaluation, and recommendations for change.

Conduct public education campaign which emphasizes the school as a reflection of the community and which stresses the inherent value of education. Such campaigns also inform the public as to school policies, plans and events.

Schools hire or seek volunteer parent involvement coordinators who implement school-specific plans.

Increased effort must include educating parents and family on school policy, programs, service, and academics of the school and how the parents and family can contribute.

More participation from parents, teachers, administrators and school boards is needed.

The schools must keep their doors open for public access by expanding community school services for parents to use math and reading labs such as are provided in Chapter I schools. Schools must change negative attitudes towards parents about not being involved in the education of their children. We need to educate parents about rights and responsibilities and establish policies locally so parents are active partners in education.

Enhance the relationships between schools and institutions of higher education as well as businesses and industries in local communities; urge local education agencies and state education agencies to monitor closely the national goals with special attention to Indian students' progress.

2. Personnel

All incoming district personnel should be carefully screened, and only the best should be recruited to serve in our schools.

School personnel are trained to be sensitive to parental concerns and participation. Parents are listened to and communication skills are stressed.

Indian educators need to be involved in educating school personnel about insensitive, outdated and inaccurate material.

3. Native Advisory Board

Board members and district personnel need to be associated with Native American parent committees and programs.

School Board representation required for schools in which a large Native American population exists.

School districts should utilize local Native advisory boards to determine what special qualities in teachers, principals and staff are valued by parents and students.

Local Native advisory boards should be actively involved in the interviewing and selection of the district staff that will teach their children.

Creation of a curriculum review and parent advisory committees composed of individuals representative of the needs of Native students and sensitive to the cultural values of their communities.

Each school district will actively recruit American Indian representation on all local and state advisory committees.

The Title V Parent Committees to a policy-making board rather than an advisory committee.

All programs having American Indian participation and requiring monitoring/advisory boards must have American Indian members.

All of Michigan's tribes have educational committees in place, although they are underutilized by public schools.

Keeping reservation education committees, educated on reservation "learning the system," target middle school for education information.

Involvement of parent committees.

The governing body for the local Title V programs should include Indian professionals in the community along with the parents and grandparents of Indian children in the district. Often three or four parents decide for the whole community. While the concept of parents deciding crucial issues in their children's education is of paramount importance, clearly, more input from other Indian people who have a vested interest in these children is needed.

4. Curriculum

The pre-conference participants recommend that all school districts re-examine current curricula to promote and incorporate relevancy for Alaska Native students. Basic academic skills must be presented within the environmental and cultural realities of the student.

Collect, review, oversee and disseminate curriculum materials that address the historic accuracy of Indian contributions to society and serve as a vital resource to public education institutions throughout the state of Kansas.

Promote curricula efforts that address critical thinking skills.

School administrators must collaborate with parents, tribal leaders, and board members to develop a curriculum that is based on local needs.

Existing Indian education programs such as Title V and JOM be allowed more input into program and curricular development by school districts.

Experience different curriculum types. Use curriculum that work, that teach, that give children the incentive to learn. This requires a dedication of teachers, parents, school administration, school board members and community members. School districts and those involved must not be restrictive in its approach to education but rather leaders and innovators. Teach academics, culture, language, self-preservation, and teach children to succeed.

5. Teachers

Teachers and school district staff must work in close partnership with state and tribal social service agencies to assist parents to become effective partners in their children's education.

As educators better understand the culture of the student and his/her family, increased community participation can be expected.

Recruit more prospective Indian teachers.

Networks of parents, elders and community leaders be accessible to teachers to ensure appropriate delivery of materials.

Set up a teacher evaluation method which is more comprehensive and requires parent participation.

6. Recruitment

Recruitment efforts should extend nationally to higher educational institutions which have a focus on cross-cultural training of educators.

Increased involvement with local consortium to create better coordination and recruitment.

Recruit more prospective Indian teachers.

7. Program Compliance and Evaluation - All programs receiving funding should be required to conduct honest evaluations. These evaluations should include those aspects which were not effective, as well as those that were successful, so that others can learn from both the successes

and failures. Evaluation of programs should be authentic and related to the goals that Native people have identified for their children. This means that evaluators must think beyond the use of standardized tests, which have limited value.

School Districts and Tribal Education Departments must emphasize the quality of the total school program rather than individual behaviors. Evaluations must be programmatic, systemic, and formative rather than individual, personnel oriented and summative.

Students, parents, school staffs, administrators, school board members and the community at large must all share a common understanding of desired student outcomes and a consistent belief that these outcomes can be accomplished.

These groups must share a willingness to measure progress and to change short term strategies to accomplish long-range objectives.

8. American Indian satellite communities including rural non-reservation communities need to be included in any education programming, implementation, dissemination and evaluation.

9. Greater utilization of the Title V coordinator; and Parent Advisory Committee.

10. Create empowerment opportunities in which Native American community members feel ownerships of programs/partnerships.

11. School boards must set aside their political agendas, must educate themselves to the dynamics of youth at risk and must have the courage to accept and support the fundamental changes in our schools that are desperately needed for students at risk who come to our classrooms with the need to learn. To prepare school boards for this complex task, funding must be made available by DOE for school board training, appropriate for Native villages and urban areas.

12. Schools should provide vocational/trades programs for all students to acquire entry-level work skills, especially for non-college bound and special needs students to assist economic development of tribes.

13. This should be a national, state and tribal goal for all adults, even though it poses a monumental task. The restructuring of schools and the educational process itself must focus upon learning as a life-time process. Ideally, especially in reservation settings, schools should be restructured into learning centers, encompassing early childhood through adult education. The lingering concept of a non-month school year and a six or seven hour school day must be transformed into the concept that schools are learning centers with services available to all people, all day and all year.

14. Infrastructure

    Many vocational programs require extensive equipment, such as computers. Outdated equipment will only prepare students for outdated occupations. Students learn by doing and they must have adequate access to appropriate equipment.

    Improvements in quality and quantity of voc-tech skills within the regular high school curriculum.

    Schools should include Life Management Skills instruction within the curriculum to empower students to make critical decisions concerning careers, parenting, and future educational plans.

Classes that pertain to tribal business, i.e., business administration, tribal government should be developed and offered at technical schools.

Implement skills classes (i.e., social, academic, independent living).

15. Establish secondary level alternative schools for Indian drop-outs where academic, vocational, and cultural subjects can be studied.

16. Adult education programs including vocational agricultural programs be implemented by tribal colleges and institutions serving urban populations.

17. Institute appropriate career/education awareness programs in high schools and invite parent/community groups to participate.

18. Continue support programs at institutions of higher education for the recruitment and retention for the success of the Indian student beyond high school.

## State Issues

1. Program Compliance

Programs must be monitored and in compliance. The organization (i.e., school district, tribal authority, policy committee) responsible for the receipt of funding must ensure that funding is used for services to students and follow program goals. These existing provisions must be enforced.

We do not believe that the majority of existing Federal Indian Education laws have been implemented in the state of Texas. In the matter of prioritization, we recommend the following: 1) Title V because it deals specifically with urban areas; and 2) Title VII and JTPA dealing with adult education and job training.

State and school districts should be required to inform parents of eligibility of Title V programs.

That improved monitoring efforts be established at the federal and state levels to assure that Impact AID is not used to "recruit" students from a reservation site to a non-reservation site just to increase the non-reservation site's funding.

Provide for Field based policy makers.

Return authority over program budgets, activities, and evaluation to Parent Advisory Committees.

2. Standards - It was recommended by the pre-conference participants that the State Board of Education actively support the training of local school board members and support HB 352 - the mandate for Native studies and languages in all schools. No child in Alaska should be allowed to graduate from high school without successfully completing a course in Alaska history and culture.

3. Composition of resource handbooks for distribution to Native parents, tribal governments and communities identifying sources available.

4. State Boards Entity

Michigan State Board of Education must initiate change to the P.S. 25 legislation which requires districts to actively seek out and assist American Indian parents with their involvement in the educational decision making for their children.

Put a Michigan Native American on the State Board of Education.

State Board of Education should establish an Indian Education Advisory Board to present annual reports on Indian student progress and program progress.

Advocate a State Education Office.

'Initiate a State Association for Indian Education.

5. Educate the non-Native population.

6. Statewide training must be provided to personnel and parents, on a regular basis, in the specific program guidelines where the children are enrolled, including information about how parents should participate.

7. State, national, and local policies, procedures and regulations for parental involvement and empowerment must be enforced.

8. Lobby state legislators, representatives, Governor's office, etc.

9. Expand services of the NY State Native American Education Unit to allow it: to serve as a conduit for funding for all Indian education programs; to monitor those programs; to serve as a technical assistance center for all NY tribes; Federal funding allowing a percentage to increase staff.

10. Statewide Boards of Education throughout the U.S. are necessary because education needs vary and more control will be available to the Native American people.

11. Funding - Begin funding in June or July before students start back to school.

12. Develop methods to overcome obstacles to parental involvement in the implementation of Impact Aid laws, Title V and other programs. Mandate tribal signoff of Impact Aid monies to ensure tribal input in public school systems.

13. Because the vast majority of Indian children are educated by public schools, it is imperative that tribes and educators present workable recommendations for state governments and school systems. These recommendations assume a commitment by the state to the well being of each Indian persons and acknowledge a commitment by Indian educators to work with the states to facilitate these recommendations.

14. School districts should be mandated to implement Title V programs when requested by Indian parent committees.

15. If a minimum number of American Indian parents living in a certain area want to add programs to improve Indian education, then school districts should be required to implement those programs.

16. The Utah State Office of Education, local school districts, Indian tribes and Indian educators must develop and implement a plan of program services which target retention and academic performance of Indian students. Such program services must be an integral component of the Indian students academic curriculum which includes the home and support staff. such program proceeds to directly train and assign LEA school staff (i.e., counselors, teachers, office clerks, parents, etc.) to track maintain academic competency of individual Indian students. This process can directly involve participation of the PTA and parent volunteerism.

17. Currently within the state, Indian student data collection is on total enrollment, dropouts and graduates. The data bank needs to be expanded to include data on absenteeism, truancy, academic proficiency, core subjects, achievement tests and special education.

18. American Indian people have a voice concerning issues that could benefit all American Indians of this state and the country as a whole.

19. Small business programs need to be taught in rural Alaska.

20. Expand distance delivery programs at the local level.

21. Local governments, as well as school districts need to look at training local people for the jobs they offer.

22. By the year 2000, state and Federal governments should appropriate adult education funds above the levels now provided for Indian tribes and communities in order to meet their unique needs.

23. Native adults must have access to literacy, adult basic, GED, and life skills education through entitlement funding.

24. Implement alternative educational, vocational and leadership programs for students "at risk." Responsibility: State and local educational agencies, tribes and F.G.C.I.A., Inc.

25. Native Americans will be included/targeted for all funds available for special education and vocational needs, regardless of age. Responsibility: Federal and State governments.

26. Outreach

    All projects programs should be required to do outreach to Native Americans within that program's service area. Responsibility: Federal, State, local education agencies and other adult education programs, including J.T.P.A.

    Develop outreach programs that enhance self-esteem, encourage personal development and promote life-long learning skills.

27. Certification

    Encourage states to overhaul their adult education teacher certifications to address culturally-diverse students.

28. Redirect adult education funding to make more adult facilities and programs available such as distance-learning options (correspondence, video-tape, audio-tape, satellite, Telenet, etc.).

29. Expand the services of adult literacy programs to better meet the needs of American Indian people.

30. States must provide funds to American Indian communities to develop Adult Education programs.

31. Increase funds for Indian Centers training and employment, including remedial training as needed.

32. More monies should be appropriated to address the needs of adults who are interested in vocational skills.

33. If we are to indeed be successful in these goals to perpetuate positive change, we must insist on a concerted effort which will encourage those individuals striving for higher education or vocational training the opportunity through adequately proportioned funding.

34. Development funding of an adult vocational education program.

35. Increased dollars for existing programs (ABE-Adult Basic Education) programs. More funding.

36. Coordination of state-local existing programs.

37. Adult education, including the states' responsibility in providing state-administered federal adult education funds and state funds to Tribes and communities must be given priority and adequate funding.

38. Adult and community education at all education levels with equal status to other programs and disciplines.

39. Provide money for community educational programs.

40. Improve the quality and pay for ABE GED instructors.

41. Increase the higher educational and vocational-technical allocations for tribes.

## Federal Issues

1. Funding

Continue to fund vocational technical education through the federal vocational and adult education programs in the public and tribal schools.

Provide funding for Federal and state recognized tribes and communities who qualify for vocational and technical training.

This goal would not change present funding; additional funding will be necessary for tribal and community vocational programs.

By the year 2000, state and Federal governments should appropriate adult education funds above the levels now provided for Indian tribes and communities in order to meet their unique needs.

Native Americans will be included/targeted for all funds available for special education and vocational needs, regardless of age. Responsibility: Federal and State governments.

Redirect adult education funding to make more adult facilities and programs available such as distance-learning options (correspondence, video-tape, audio-tape, satellite, Telenet, etc.).

Increase funds for Indian centers/training and employment, including remedial training as needed.

More monies should be appropriated to address the needs of adults who are interested in vocational skills.

Development/funding of an adult vocational education program.

Increased dollars for existing programs (ABE-Adult Basic Education) programs. More funding.

Establish a formula for adult education with the base amount of funding for each Tribal program.

Use adult education monies to help with early childhood programs.

Adult education, including the states' responsibility in providing state-administered federal adult education funds and state funds to Tribes and communities must be given priority and adequate funding.

Title V: Public schools in general are not providing quality educational services. The adult education program should be changed from being discretionary funding to being a formula program. More and more individuals need adult education services.

Increase money available to tribes for vocational, technical education purposes. Increase student grants to reflect the true cost of childcare and transportation.

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Increase the higher education and vocational-technical allocations for tribes.

Provide money for community educational programs.

Review, improve and streamline the appropriations process to ensure that needs expressed at the local levels are carried intact to the national appropriations process.

No Federal funds should be given to any school district with 5% or more Indian students which does not allow Indian tribes to participate in curriculum selection and development.

Begin funding in June or July before students start back to school.

2. Native adults must have access to literacy, adult basic, GED, and life skills education through entitlement funding.

3. The Federal government must charge states with developing special funding formulae to enable adult Indians and Native Americans to obtain the necessary academic, vocational and technical skills needed to become literate and gain meaningful employment. Responsibility: Federal Government.

4. States should be mandated by Federal Government to include Indians and Native Americans on the I.P.E.D. form as they do with other student populations in Vocational Education. Responsibility: Federal Government.

5. All projects programs should be required to do outreach to Native Americans within that program's service area. Responsibility: Federal, State, local education agencies and other adult education programs, including J.T.P.A.

6. Develop outreach programs that enhance self-esteem, encourage personal development and promote life-long learning skills.

7. Expand the services of adult literacy programs to better meet the needs of American Indian people.

8. That more accessible and stronger efforts be made by the Federal government to assure job training and employment for the unemployed and the underemployed; that all other federally related programs be requested by the President to see to what extent these other federal programs might support and encourage efforts toward the National Education Goals; and that stronger partnerships be encouraged by the federal level for businesses, industries and institutions of higher education to work in a collaborative manner to assist Indian students in achieving these National Education Goals by the year 2000.

9. A program such as the National Teacher Corps is needed once again. In addition, educational loans for Native Americans should be established to assist students unable to obtain grants of financial assistance for their education.

10. If we are to indeed be successful in these goals to perpetuate positive change, we must insist on a concerted effort which will encourage those individuals striving for higher education or vocational training the opportunity through adequately proportioned funding.

11. Adult and community education at all education levels with equal status to other programs and disciplines.

12. Conduct an assessment of needs of Indian inmates for design of education services.

13. Balance education, law and policy to encourage both professional and vocational education.

14. Improve the quality and pay for ABE GED instructors.

15. In vocational education, legislation should be made easier to Indian school districts to apply for a set amount of funds for vocational buildings.

16. It was recommended that the application, reporting and accounting required for federal programs be simplified and streamlined. Reporting requirements are complex, take too much staff time to complete, whether the program entails small or large dollar amounts.

17. Program Compliance and Evaluation

Programs must be monitored and in compliance. The organization (i.e., school district, tribal authority, policy committee) responsible for the receipt of funding must ensure that funding is used for services to students and follow program goals. These existing provisions must be enforced.

Improved monitoring efforts be established at the Federal and state levels to assure that Impact AID is not used to "recruit" students from a reservation site to a non-reservation site just to increase the non-reservation site's funding.

Indian policies and procedures as mandated by P.L. 81-874 must be developed, reviewed annually and fully implemented in cooperation with the local Indian communities.

More effective monitoring of funded programs is required to ensure the funds are expended for the intended purposes.

There must be improved support for implementation, accountability, and availability of bilingual programs to maximize the outcome/intent of the Native Language Act.

Provide for field-based policy makers.

Return authority over program budgets, activities, and evaluation to Parent Advisory Committees.

Federal programs funding Indian education require tribal review of program applications.

18. Legislation

Mandate real "consultation" with Tribal representatives in the ISEP process.

Restore indirect cost rate in BIA school operations programming, or adjust the administrative cost grant formula to meet the needs of small schools. If indirect cost rates are utilized, they should be negotiated on a tribe-by-tribe basis.

Legislation requiring Native American involvement in the process of government, operation and performance. Tie funding to the process.

Parental involvement is an essential part of success in an early childhood program. Yet, in the Head Start Program, funds for parental involvement activity are discretionary.

Head Start programs across the country compete for grant funds under the parental involvement category and only some of them obtain them. Conferees request the Federal government through appropriate statutory and regulatory change and accompanying funding allocation to include funds for parental involvement activities in the base Head Start budget. In this way every program would receive resources for this activity and would be directed to use those resources to involve parents in the Head Start program activities.

Indian input is critical to any attempt to consolidate all laws under Indian Education under one title.

Congress enact legislation to support the authority of Tribes to govern and influence the education of tribal citizens who reside off the reservation and/or who are educated by public schools.

19. Composition of resource handbooks for distribution to Native parents, tribal governments and communities identifying sources available.

20. The President and Congress must strengthen the requirements for parental training and parental participation in all federal programs and require education entities to provide specific training on the program rules and regulations and on parental rights and responsibilities.

21. Statewide training must be provided to personnel and parents, on a regular basis, in the specific program guidelines where the children are enrolled, including information about how parents should participate.

22. State, national, and local policies, procedures and regulations for parental involvement and empowerment must be enforced.

23. The Department of Education-Indian Education Division must be allocated more staff and funding to be able to serve more of the schools which require their assistance.

24. Reactivate Affirmative Action Program.

25. Special Needs - Funding to address special needs of non-traditional students, teenage parents, handicapped students.

26. A program with opportunities available through the Johnson-O'Malley program should be created and implemented for Indians in areas that are outside the areas now serviced by JOM. This should include urban and rural areas outside recognized Indian country.

27. As an alternative, waivers should be available to existing education center to implement JOM programs in areas outside Indian country that is serviced by the JOM geographic parameters.

28. Rewrite the goal as: By the year 2000, every school responsible for educating Native American students needs to actively seek out and involve Native American people to establish partnerships in planning and evaluation of governance, operation and performance of their educational programs.

29. American Indian people have a voice concerning issues that could benefit all American Indians of this state and the country as a whole.

## Other Issues

1. Data

   Encourage schools to desegregate student data so that data about Indian students will be highlighted, such as academically talented students or drop-outs.

2. Special efforts should be put in place to engage in local longitudinal studies of drop-outs. These kinds of steps will be necessary to assure that Indian students can achieve the National Education Goals established by the President and supported by the Governors in these United States.

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3. Urban

Tribal governments (councils and education departments) extend their authority over tribal citizens who reside off-reservation by demanding quality education and negotiating cooperative agreements with states and urban school systems to facilitate tribal needs being met for urban populations.

Exchanges of students, teachers and other personnel be fostered between urban and reservation communities.

School/community collaborations are created to facilitate communication and change. This must be initiated by schools and parent groups in urban areas. This could include special recruitment efforts and programs by PTA's, active solicitation by teachers and administrators of parent involvement and by encouraging participation in school elections.

Adult education programs including vocational agricultural programs should be implemented by tribal colleges and institutions serving urban populations.

4. Research

With tribal cooperation and contribution, organize a pilot resource center in Alabama using Federal, state and private funding.

Research, develop and implement programs of parent training to include, but not limited to, such areas as: the parent as teacher program; parenting skills before becoming a parent (high school focus); grandparents as parents; and early childhood psychology for parents.

Identify traditional leadership qualities and styles through community based research.

Identify contemporary leadership styles that promote tribal self-determination.

Recognize successful Native American models and use them.

5. Tribal colleges must look for ways to provide adult education services to urban populations. This may include delivery of programs in urban areas and teacher training and curricular support for off-reservation colleges and universities.

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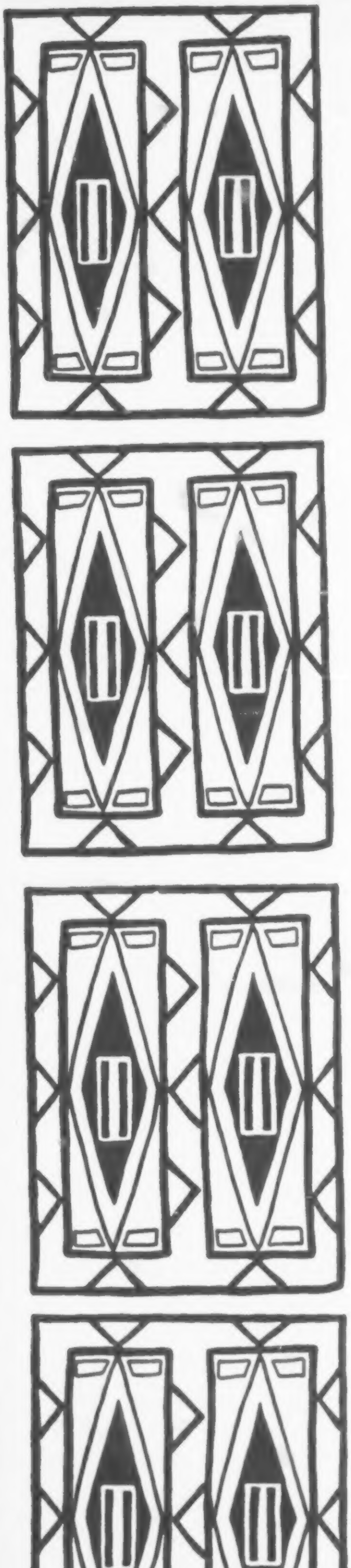

Dakota

# DELEGATE ORIENTATION TRANSCRIPT

## CHAPTER THREE

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

# DELEGATE ORIENTATION SESSION

## JANUARY 22, 1992

**Dr. Atencio**: We'd like to open this session of the delegate orientation with a blessing. I've asked Mr. Lionel Bordeaux to give it. So, if you could all stand for a minute.

**Mr. Bordeaux**: Thank you, Ben. I ask for strength and guidance in our thinking, and the conclusions that we will come to this week in behalf of the strengthening of our learning for our students, and the betterment of our Indian communities and on reservations and in our cities. We also ask for the blessing of our Wakan Tanka to help those of our people who are in distress, physically or emotionally, and for those who have lost loved ones recently. And, we also ask our spiritual leader to give our friends and relatives in prisons the strength to hold on and attempt to better themselves. And also, for our military young men and women who are serving overseas and other places, that at some time in point that all of these people will be back home amongst us as a family.

[Sioux prayer].

**Dr. Atencio**: Welcome to the White House Conference on Indian Education. It is a real pleasure to be standing here before you, and I appreciate this opportunity. It is also good to see many, many faces and many people that I've met across the country over the last year and a half or so.

As you know the White House Conference on Indian Education came about through P.L. 100-297 in April of 1988. In July of 1990 a group assembled, made up from staff people from the White House, the House of Representatives and the Senate to begin the planning, to begin discussion of the process that would take place. Dr. Ed Sontag was asked to be the Interim Director at that time. And, there was some staff put together to begin that initial planning process.

In October of 1990 we began that process as a task force of people from the Department of Interior and Department of Education. We went across country and met with people. Beginning with urban area representatives, to begin looking and getting some feedback from them about what it was or what it is that were issues within their communities. We went out and met with people and representatives from across the country as state groups. They formed as state steering committees on a voluntary basis, not knowing what kind of monies would be available. But, they took the time to do this on their own, on Saturdays, weekends, driving from across their states, and they met. They selected a contact person for our office who would communicate throughout the state about the process and the progress of the Task Force and the Advisory Committee.

From this group over a period of time, state recommendations were developed, and twenty-six states submitted state reports. There were three regional conferences that were held. They were held later on, closer to the time of this conference, but their recommendations also came in. The Navajo tribe also participated in this process, and they submitted their state report.

From that point, a summary report was put together in which there were seventeen topic areas that were identified. From this point we [Task Force] were advised from our Advisory Committee that we needed to condense this summary report into a form that could be manageable at this conference. As you see in your packets, there are the pre-conference recommendations which are those condensed versions of the summary reports, and also the state reports.

Since the beginning of this process, the focus has always been that it must be very positive, we must look at recommendations, we must discuss how they should be implemented; we must look at building from a level of local to a level of national. Then also, finally, we wanted to make sure that there would be policy implementations for these recommendations.

Our two goals or our two purposes for this conference are: First, to make a recommendation on an independent board of Indian education; and second, to make recommendations. It is not going to be an easy task, you don't have an easy task. Facilitators, resource people and administrative assistants have been meeting over the last two days in preparation to work with you in your sessions that will be happening later on today. It is very important, in the first part of these sessions that we look at the pre-conference recommendations as the beginning point. But, when we leave this room, after we review and discuss the proposed rules that we leave together and we leave for that purpose of making education better for all of us, and we work towards that positive end.

I would like now to take this opportunity to introduce to you a man that I've worked with over the last year and a half or so who's provided the guidance for the planning of this conference -- Mr. Buck Martin.

**Mr. Martin**: Thank you, Ben. I, too, would like to extend a welcome to you on behalf of the Advisory Committee and the Task Force. This activity which I've been involved in planning for the last nine months is finally here. It's an exciting time for me as I look out and see a lot of you who I've met during the last nine months. And, I'm very optimistic and very excited about what's going to come from this conference.

I would simply like to reiterate that it was my personal commitment as well as the commitment of the Task Force to pursue an agenda that was truly reflective of priority needs that were identified by our communities. As you are aware, with the five hundred and some odd tribes and our many different communities, bringing some cohesion and narrowing these priority issues down can be very difficult. We tried to do that in an open fashion; we've shared the reports that came from the states; we sent those reports back and shared them with the others. You were all very much aware of what was coming from other parts of the country.

I commend the staff, the Advisory Committee, many resource people who helped us condense that and put it into something that will be useful to you. That commitment is there. This is going to be a working conference. You may think differently at the end of this conference about how much time and so forth that you're going to have to put into this. But, it's really going to be a working conference. And, the recommendations have not been pre-determined, they're going to come from the workshops that your attending.

I don't want to take a lot of time. I want to say to all of you, I look around and see many familiar faces. I'm good at recognizing faces; and, I really remember names. My problem is in correlating the two. So, please as I see you and smile and say, "Hi, how are you? I'm glad to see you," I do remember you, but if I don't call you by name I mean no offense. I was in about twenty-eight different states, and I just met so many wonderful people. And, please don't take any offense at my not remembering you by your name, or calling you by another name. As a matter of fact, I may not use names. And, maybe that's the rule, so that way I won't offend anybody.

But, I do want to say that I greatly appreciated the assistance that we got from our state steering committee people. They went through an awful lot trying to disseminate information. I want to thank them. And, I'm not likely to have an opportunity again after today to offer to each of you my personal and sincere thanks for coming -- for your involvement and for your participation. That is the only thing that I want to do today in this session, and that is to offer that thanks. It is sincere, and it is heartfelt. You have been so helpful and have been so supportive that I wish to do that. So, thank you all very much, and I'll let the program begin. Thank you.

**Dr. Atencio**: Now we've got the other part of the conference to deal with which is the logistics. Jim Gasser is our administrative director, and he has some administrative details that he needs to go over with you.

**Mr. Gasser**: Good morning. Welcome to Washington. Each of you was handed a federal form when you walked into this room. I would like for you to take an opportunity at this time to initial and sign in two different places. You need to initial at Item Twelve all the way over to the far right where there is a triangle -- it says, "Traveler's Initials." And then you need to sign at Item Thirteen. As you complete that, if you'll pass them to the center aisle here and the center aisle there. Do not date it. We will date it when we get these back.

We'll tell you how we'll get your travel money back to you as expeditiously as possible. What we've got is a computer-driven copy of this. We will start on Tuesday to put them into the computer. By the time your information gets back to us we should have a mock-up of ninety percent of the information that you'll be giving us. And, by doing that we hope to be able to get you the money that you will be reimbursed for in the most appropriate and quickest amount of time.

Now, what we need from each of you is, if you came by air, your airline tickets. Please don't keep them as a souvenir because if you don't get them back to us we have no way of knowing for sure that you did travel. The Federal government is kind of funny about that. I'm sure many of you are familiar with those types of regulations. They have to see things in black and white.

The other thing that we have to have is your hotel receipts. If you are staying at this hotel it would be from the Ramada Renaissance, if you're staying in another one, from that. And, then any incidentals such as cab rides from the airport to here, or milage figures from your home to the airport -- any of those things you need to write down on a piece of paper and submit with your other documents to us. I think all of you have our address. If you don't, I'm in Staff Room 19 and I'll be happy to talk to you directly about that.

Now, how many Delegates are from the Washington, D.C. area? If you would see me in Staff Room 19 that's on the ballroom level, I will be happy to talk to you about the special situation that you will find yourself in that's related to travel to this site. If there are any question, I will be happy to entertain them at this time. There being no questions, I think I will turn over this process to Debbie Broken Rope.

**Ms. Broken Rope**: Good morning, everyone. I hope everyone's doing pretty well this morning and is alert and wide awake. We have to review the work process with you so that you can make sure that we all have a common understanding of how the work session process facilitates the conference outcomes. And, we're going to be passing out some materials to each row, and we are going to be asking that you pass those on down to your neighbor. What you should be getting will be a paper entitled, "Action Plan," and a new graph that used to say, "Conference Outcomes." And, we'll run through this process as quickly as we can this morning; but, we do need you to understand this process. Otherwise, things will become very cumbersome and could bod down in your work groups.

As Jim Gasser has said, my name is Debbie Broken Rope. I work for the White House Conference on Indian Education now, and I'm on assignment from the Indian Health Service. I'am a legislative analyst with the Indian Health Service, and I have found this job very, very challenging and exciting. I hope that all of you will find this equally challenging and exciting.

Most of you got your work group packets with your topic papers one through eleven last week. Is there anybody who has not had that work group process explanation and reviewed the organizational flow chart. (SEE: WORK GROUP SESSIONS CHART)

In your packet you have the "Action Plan." Item Number Two in there -- it says, "Recommendation." As Ben reviewed this morning, thirty state reports we had a couple of hundred diverse, overlapping, conflicting and competing recommendations in the various topic areas. What the staff prepared for your mailout packets was a papers. Nothing was edited out. So, all of your recommendations from all of your states are captured in the eleven topic papers.

And, we grouped them into seven categories within each of the eleven topic papers: "Student Needs," "Family Needs," Tribal Needs," "Educational Institution Needs," State Needs," "Federal Needs," and an "Other" category. Each topic paper has those seven categories for your recommendations to be grouped within. We did this process in that manner to help facilitate and promote a uniform outcome, not that the recommendations are going to be uniform, but that they would be grouped in some uniform way to make it easier to identify a holistic picture and overview of where your priorities were within each of those levels. And, I think that's the key; because we have numerous recommendations, and there will not be sufficient time to develop what this paper is entitled, an action plan. While we expect there to be several action plans out of each work group, your voting delegates in each work group will not have an opportunity to do an action plan for each item.

The first of your workshop sessions is to take a look at your recommendations, prioritize your recommendations by levels, get a clear fix on that and then develop your "Must Do" list. Out of "Must Do" list. Hopefully, you will have one "must do" within each category, one "must do" for Student Needs, one "must do" for Family action plan will be your guiding format for addressing your "Must Do" list. And, the questions in this format are designed to make sure that we have enough information to carry your recommendation out with enough specificity to whoever is charged with implementing it, that there can be no mistake in your intent.

The remainder of your recommendations will fall into two other categories. And, your work session team members who will be facilitating these work sessions will have these three motions -- that's your next document. And, your three motions categorize how your recommendations will be captured. You have your "Must Do" list which is the first level; you have your "Strongly Endorsed for Immediate Implementation, Even Absent Enactment Plan;" and then you have a category that says, "We Support, But Needs Further Work."

And, this allows all of your recommendations to be capture and categorized and moved on.

Now, the law requires that there be voting delegates, and that was done for a very clear purpose: so that there would be consensus and that there would be a sign-off that there would be consensus and that there would be a sign-off that the people most affected by these recommendations are involved in supporting in a majority of your recommendations. And so, that's why this process has evolved and developed to where it has.

So again, you have three levels of motions to try to capture all your recommendations at whatever level they most appropriately belong. If you are unable to come to an agreement on a "Must Do" list for a particular activity, then automatically that will move into your next level as something that you can do an action plan for right now, but you want to see it happen. And, hopefully these three levels will help you again sort and group and prioritize.

Your work session team members will be identified and seated off to the side table, and your facilitators will be standing up. You will have four staff positions in that room; you will have a facilitators who will work with process and keep your discussions moving; and he or she will have a backup facilitator; you will have a primary resource expert and other resource experts. The primary resource expert will be your work session team leader on content. You will have an administrative assistant who will be available to take highlights for our purposes later, but also to be useful to the team and the voting delegates.

You will have a computer note taker, and a backup computer note taker. And, the primary purpose of this computer note taker is to capture the third item that was handed out to you. These computer note takers are very experienced, they have this form on each and every diskette. That graph for the broader outcomes is the whole focus of your work sessions and what we would like to see carried forward to your general session on Friday. And, we have tried to provide for every possible contingency in that "Conference Outcome Graph." The level of action that has to happen at, and sometimes it will be multilevel and the level of activity required, whether it be short-term or long-term. And, your computer note takers are going to be in your work sessions to principally capture that. They're not going to be worrying about dialogue and debate as much as trying to get your concise recommendations and needs as captured in this graph.

We do not have very much time in these work sessions. And, in trying to deal with the time constraints that we have in these work sessions, and to keep the process moving we have a little more structure in here than some people might initially be comfortable with. It is designed to keep the process moving and not lose anything as we work through that process.

Any questions? When we go into the organizational flow chart of the work sessions I will show you the key action points in that organizational flow chart that was in your packets. And, I will tell you at one point we will have certain documents available to you. I'm going to throw this up on the flip chart. It's in your packets. Were you comfortable with it? What I hope to do in the next few minutes is explain this process to you. Each of you were advised in your mailout that you were to select your preference of assignments to work session areas. And, the rationale for that request was that we knew that not everybody would be able to sit in their work session preference. The reason is because we have two hundred thirty-four voting delegates and we have eleven topic areas and we equally divided the voting delegates per work group. So, we've allowed for twenty-one voting delegates per work group session or topic areas. So, we have eleven topic papers, we have eleven topic work sessions rolling within each of these sessions.

So, we took your preference list and we went down that. And, as your registration forms came in we tried to assign you to your first two preference areas. Again, twenty-one voting delegates per work group session. Now, there were two ways to handle this process. We could have had a delegate assigned to one topic area and stay with the whole process which would simplify this enormously, but we also believe that many of you had several areas of interest and would prefer to have some more opportunities to engage in at least one other topic area. So, once we came to that conclusion that triggered our efforts on how could we do that -- give you two topic areas at least to work with without promoting duplicate sets of activity and wasting a lot of energy when you all as a group need to come together in general session anyway.

This organizational chart is designed to help you take on at least two topic areas. And, for those of you who did not register your preference yet we really do need to have you check in with our person taking delegate registration immediately. And, we'll get into why in a bit.

So, say a delegate has as his top preference "Higher Education," and then his second area is "Adult Learning." Now again, remember the seven levels? In order to come to completion in your subgroup activities -- and again, remember I'm a legislative analyst so I think in terms of "subcommittee," "committee," and "full-floor debate." Think of these first two organizational charts as your subcommittee activity. The first half of your topic area will be handled in the first block. And, the delegates assigned to that topic area will work out those recommendations identified in that topic paper in those first three levels to closure in that group. Then they will switch and they will go into their second area. If their second area was Adult Ed they would go into Adult Ed and pick up the remainder of the recommendations in Levels Four through Seven, and come to closure.

Then, what we have asked those delegates who have registered is when they named their top two preferences and there was room and you got into that, then you went down to your third if there wasn't room, and so forth. We asked you to decide between the two areas which ones you wanted to be in (which of the two you wanted to be in) to see the two halves come together and work out any competing issues and potentially conflicting issues in that topic area. So, that's the third organizational chart.

Once the third organizational activity has been done and we call it the fourth and fifth work group sessions because that's how it's identified on your agenda -- once that has been done then your resolutions (and these motions identify the resolutions) will be voted on by your delegates and delivered out of your final group sessions. And, it will be delivered to the co-chairs, Lionel and Nora Garcia. Then it will be their responsibility as we go through topic by topic at the general session Friday to identify your "Must Do" list and all of the remainder of your recommendations and what your decision was on that. And, the remainder of the delegates who see what your work group worked on will have a chance to vote on and support what you did, or make their modifications on the floor.

As you can see, the voting requirement in the act has placed a lot of procedural requirements on us. And, we'll have a parliamentarian there; and we've been training our work session teams for two days in this process. It is important that you're aware of this process and you understand what your work session teams need to accomplish. But, they are the ones with the two days of training. And, you should be looking to your work session teams to help you when you start having some confusion or need some help in going from one group to the other group. They've had some very, very intense training and I have to tell you that your work session team members are just great. They have a lot of knowledge themselves; they have expertise in these areas; and they're going to be under the direction of their team manager on the content issues; they're going to be a coordinated voice, they're not all going to be trying to talk to you at once. They're your advisors. They're your factual advisors. They're not there to interject unless you need them. But, they have been getting this training for two days, and hopefully will be very helpful.

**Questioner**: Deborah, I have a question. The first topic I understand. I go to two sessions -- one Wednesday morning, and one Thursday morning.

**Ms. Broken Rope**: That's correct.

**Questioner**: My second topic, I go on Thursday morning at 10:00. Then do I follow that on Thursday at 2:30?

**Ms. Broken Rope**: No. Then you will have made your decision before that, which session you want to be in, to see that two halves come into one whole, and work on a final resolution.

**Questioner**: All right. May I change sessions? I'm a voting delegate.

**Ms. Broken Rope**: No. You are not going to be permitted to float between work sessions. Once you go into an assigned area, because you have so much work to do, and because this requires a lot of time and attention it would be very disruptive to the rest of the group to have people setting up and leaving.

Okay, if you've got an assignment to a topic area that you want to change before the session starts, we have developed a process to handle that.

**Questioner**: Is the reason for the second topic to be given only an hour and a half because that was the second preference?

**Ms. Broken Rope**: I think as we looked at the recommendations in those sublevels for each of the topic areas, while many of them were numerous and many of them were pretty straightforward, they were either funding issues of existing services or they very clearly required new legislation or new policy. And, in your action plan you should help identify that. But, most of them are tidying up an existing program (you know, re-directing it), funding issue, eligibility issue -- it's just pretty straightforward and pretty direct. You might not need a very complex action plan. And, they're easier to categorize.

But the needs issue might require a little bit more conceptualization and, hopefully, the group will recognize its time constraints and work with its team members. And, because we tried to assign you into your first preference area, and when it was full your next preference area based on your priorities, this should be what you really want to be in.

Now, we hope to have your action plans completed by 6:00 Thursday night. We have no room for overflow practically, in any of these sessions. We are going to try to be flexible and where people need their rooms longer -- if that room is not needed for another purpose (like the congressional dinner Thursday night); we were put in the situation where Thursday night at the congressional dinner all of our big rooms are being used by our big topic areas; and so, those big topic areas need to bear that in mind. They need to be helpful to the work session team and keep it moving. If we have to we will try to find you other room space. But, I have a printer's deadline that night of 11:00. Otherwise, the general session and the rest of your delegates are not going to see your work product. So, everybody has to keep on schedule or the rest of your delegates aren't going to get your group's action plans and recommendations in a timely basis, and somebody will have to stand up here and explain it without written documentation.

Now, that gets us to Friday morning, the general session. We hope to have, and I'm assuming that we still have the overhead computer hook-up -- not only hard copies of your action plans and your resolutions, but because our computer recorders are capturing your action plans and they actually have this graph on their machines, we've arranged for the computer to be hooked up to an overhead machine like this. And, maybe it will only capture the first two or three hundred people the audience, but everybody else will have a hard copy. But if, in fact, the rest of the voting delegates want to make a substantive modification to something, we can do it right there in general session on the screen where everybody can see it.

So again, you must have your action plans completed on a timely basis, our computer recorders making sure they've got what you need and being very concise in this graph and to the point, getting it down to the printers and getting it ready for overhead display in the general session on Friday. Any questions on that process so far?

**Questioner**: There's a lot of work that we have to do. The allotted time we are given is very limited. Why can't we stick with one throughout the whole session?

**Ms. Broken Rope**: Okay, I have a two-fold response to that. One, many of you have been involved in these recommendations for a long period of time, and are familiar with these issues.

And then two, knowing that many of you would want to be in more than one, that was what made our decision to help you get into more than one. And then this closure session is suppose to allow you to come together. We will have a mix of delegates from both groups in this final session, and they will have the responsibility for carrying forward the rationale for their halves of the session.

These recommendations have been out there for a year. And, my understanding is that many of you have been working with these recommendations since their inception and you have watched them evolve. And, we would hope that we could get your cooperation in making sure that the rest of your delegates particularly, if it's something that you're more familiar with, work with you to develop a concise recommendation and an action plan. Does that answer your question about why they did it that way?

Actually, we had comments in our training sessions over the past two days with our work session team members. Our work session team members are very concerned about having delegates switch, too. And, you have to bear in mind also that you have observers. This is an open conference. So, we have observers, and it will be up to the team manager of your work session teams, your primary resource expert, to recognize people from the floor.

I'm going to give you a sample of your work session teams.

**Questioner**: I don't want to seem stupid at an education conference, but did I understand it correctly that if you're in the Topic One area and you have the two sessions, you can only deal with the three categories?

**Ms. Broken Rope**: That's correct. You've got it.

**Questioner**: So, even though you have two sessions, you don't get to deal with the educational institutions?

**Ms. Broken Rope**: You do if you go into closure in that topic area. You do if you go into that third organizational block in that topic area.

**Questioner**: My question is, if delegates are going to be working on this how much input will be allowed for observers and other persons who are here to open forum? Can they totally destroy the work of the previous session?

**Ms. Broken Rope**: No, again the proposed rules say observers may be recognized. And again, your work session team people voiced this concern also. They want to be able to make sure that the nonvoting delegates understand that "may" means exactly that; that they do not have an automatic right to speak because of the time constraints on yourselves. And, the primary facilitator and the primary resource expert in your team -- and we had about twenty-two facilitators (two per group) and we had two to three resource people per group (we had thirty-three resource experts), all of these people expressed very strong concerns over this. And, so they are with you on this. And, they want to exercise that "may" to the fullest. And, some observers are not going to be happy. But, we have caucus rooms set up, and we're encouraging nonvoting delegates to lobby their voting delegates by topic area and not just by their regional area.

Let me just ask something: Is there a real strong feeling that people would want to stay in one topic area? Well, it seems that we're very divided here, and so let's just not try to cause more confusion because your observers have gotten this same information; and they're going to be operating on this same understanding. But, I needed to know if we had made a wrong guesstimate. It seems to me that many of you have overlapping responsibilities and interest. And, we tried to provide for that.

And, one of the things that we also tried to provide for -- Eric here has been working with our registration database for the delegates. And we have encoded that in five different ways; and one of the ways that we have encoded that information is for you to be identified by topic area, and we should have that list by noon. Those of you who did not state their area of preference have been assigned a work session simply because we had to have a list together and we couldn't hold it up. We asked you in your letter to please identify your preferences, and some of you might have gotten your packets late or something and didn't.

So, we have assigned you to a topic area. But, if you can come see Eric he can try -- if you can find somebody else -- he could try to work with you to get you into your topic area of preference. Okay? So, those of you who haven't done that really need to catch up with Eric.

Now, our computer recorder people have produced these name tags for each and every one of you. These people are very, very good and I'm pleased to work with them. They are going to ask you to carry your name plates around so that your other delegates can I.D. you and you can get familiar with one another; and so that the team members know who they are talking to. I mean, you are already tagged, but if there is somebody sitting across the room and they want to know who they're talking to -- okay?

**Questioner**: What happens if you don't get the selection of the topic area, and you're twenty-second down the list, and in the topic area you are outfielded?

**Ms. Broken Rope**: Okay, we can help you negotiate a change with someone else who is willing to negotiate.

**Mr. Eife**: We're going to produce lists of all the people who are in all the topic areas. We had plenty of faxes, but we had one hundred and eight people who did not respond by yesterday by fax or by mail about their preference for topic areas. So, those one hundred and eight people have been put into spots that were vacant. Certain areas are closed and have been closed for days.

When you get your assignment you also get a sheet listing all the delegates for each topic area. If you are not happy with your topic area and you want to be in another topic area, you need to find a delegate who is not happy being in that topic area and then come to me.

You have from 12:00 to 2:00 to do that. You need to come to Room 15. The rules are there won't be any changes unless we have both delegates there and you need to have an agreement that you both do want to change. After the first working session starts, which is today at 2:00, there won't be any changes.

The other thing is, even though yesterday when you came and had your primary and secondary choice, we were going to put you in your primary choice and you also would return to your primary choice in the third working group. We can no longer do that because of space constraints. So, we need to take one-half from here, one-half from here and put it here. We were having a lot of people say that they wanted to return to this choice. And, we can't do that because once you get here we need enough people from this area and this area so that they can discuss together both areas. It would be too much trouble on the work teams within the last breakout session.

So, what we need you to do is review your topic assignments and then, if there's a problem, you can come see me. But, if you want to switch you need to find someone who will switch with you.

**Ms. Broken Rope**: Okay, I'm going to return you back to Dr. Atencio here. Again, please review your proposed rules carefully. Many of those proposed rules apply only to your general session, but some apply specifically to your work sessions; and, you work session team people are reviewing those carefully, and they're going to be the ones who are going to have to work with that and delineate it. So, work with your team members. And, remember that they're going to be using the proposed rules where they apply in the work sessions, and not all of those proposed rules apply in the work sessions. Some of them are general sessions.

**Questioner**: Is there a message board?

**Ms. Broken Rope**: Yes. Outside of Room 19 on the ballroom floor there is a big message board. And, if you call the hotel switchboard and ask for the White House Conference or Room 19, we have an arrangement down there for somebody to take a message and put it up on the board.

**Questioner**: Be that this is a national conference with national recommendations, will our primary topic areas still be able to be covered in the first three categories?

**Ms. Broken Rope**: Each of the first three categories will have applicability nationally even if they were driven by a regional concern. Many of these have national applicability, and that will be a question that you will have to ask yourselves and your delegates.

**Questioner**: So, if you really have a strong concern in our first preference but you are working on Policy Area Two -- that's where we'll be discussing Category Six and Seven --

**Ms. Broken Rope**: Yes. But, again, some of your student issues will also have national applicability, and we want to keep the focus on national in all of these sublevels. How much does this apply to not just my community, but other communities? We have student mentor programs that many communities recommended; we had other type of student support services that were constantly cropping up from each state report. And those were in the "Student Needs" category; and those have national applicability.

**Questioner**: I'm assigned to a working session. Did I hear you say that I can't go to another session?

**Ms. Broken Rope**: Not during the work group sessions. Even observers are going to be asked that once they get into a room to not be disruptive and have a lot of traffic going to and from. The time constraints on our voting delegates is enormous. And, if we had a lot of traffic --

The room is set up so that we have a table in the center and observer chairs on either side.

You as a delegate have the same rights to be recognized at your table as a voting delegate. In fact, you have greater rights, and the observers are going to feel constrained.

**Questioner**: I don't think you can restrict my right to be in a session where I want to be.

**Ms. Broken Rope**: If you do not want to take your desired topic area, and you can't get into your assigned topic area perhaps you should come talk to Mr. Martin or some of the group people here. But, if you want to float from topic area to topic area during the work session, I don't think that the proposed rules that the delegates will be considering here are set up to permit that. This is something that you can consider in your proposed rules discussion, okay?

Congressman Faleomavaega has a valid concern: can we forego attendance at the Congressional Dinner. And, if your work group wants to do that we will make rooms available.

**Congressman Faleomavaega**: That's not just my concern. I think that concerns everybody.

**Ms. Broken Rope**: And, I think you'll find delegates here who are prepared to do that. But again, recognizing this gentleman's concern back here, we've already put a lot of constraints and structure in here. And, if we say that you cannot go to dinner -- we can, however, arrange to allow for those overflows of sessions, and we'll work room arrangements around however necessary to accommodate such requests.

**Congressman Faleomavaega**: The sessions are more important than the Congressional Dinner.

**Ms. Broken Rope**: I would agree that the content of this conference is very important. And, I have been foregoing many meals as part of the conference activities. But again, maybe this is a debate for after the proposed rules discussion amongst yourselves.

All right, we really do have some time constraints in the schedule. Could I just take maybe one more question.

**Question**: There is no option to go into one session and stay there?

**Ms. Broken Rope**: Well, I don't see any barrier to it. If you wanted to follow a topic area through you should say that your first, second and third preferences are all the same. And just stay with it. That could produce major traffic problems, though.

The actual real vote will not occur until your third organizational chart. You'll have a general vote, but it won't be formal and signed off on with a resolution.

All right, let me turn this back over to Dr. Atencio. You only have a few minutes here to get through some very heavy material in your proposed rules.

**Dr. Atencio**: I heard some very mixed feelings about whether we had to change rooms or change topics or stay with the same topic. And, I've heard about half and half. Do you want to consider that, to stay at the stay topic? Okay, we will stay with what we have.

I can't think of any good jokes, but I can think of a story. This is a real fast one. You know how nice it is to go to Oklahoma, and how nice and friendly people are. They visit with you and talk with you, and all that. Well, I was in Oklahoma for one of their meetings, and we were organizing the state steering committee. I had a real tight schedule because I needed to be in North Dakota the following day for their pre-conference planning meeting, as well.

Well, I got pulled to the side during that session (I had to leave in the middle of it), but as I was getting out the door several people came up to me and were talking with me. These were all family friends, and everyone had to say hi. Well, because of that little bit of delay time I missed my flight. And, in this schedule I had to get to Grand Forks, North Dakota and there were only a certain number of planes to get there.

So, I missed that plane and in Oklahoma City TWA was shut down at 6:30. There was no way to change my ticket, but luckily there was one travel agency that was open. I went over there, and I had tears in my eyes and didn't know if I should go back to Washington or what. Anyway, we figured out a way to do it -- it was going to have to mean flying all night.

I wound up in Chicago, the only way I could get there was to go to Chicago Midway. And, I got there at around midnight, and by that time the shuttle to O'Hare was shut down. So, I took a cab (very expensive), and I finally got there at about one or two a.m. So, I figured that I may as well stay up all night at the airport. Have any of you been up all night long at O'Hare Airport?

Well, it was an interesting experience. The next day comes around and I'm ready to board the plane. Now, I got to Minneapolis. The plane was delayed because they had to circle, and we got there about ten minutes before my plane was supposed to take off to Grand Forks. The door wouldn't open in the front of the plane! So, they asked everybody to exit through the back door.

And, everybody was very slow getting off and as impatient as I am I finally made it, but only by seconds before the next plane left. But, I did make it and if anyone wants to see someone who is tired from lack of sleep look for me on Friday afternoon and I will probably look the same way! But, I did want to share that with you.

We have Mr. Lionel Bordeaux who will be addressing the group. He is a member of the Advisory Committee, and is now a delegate. I would like to ask him to come up now.

**Mr. Bordeaux**: I had a speech prepared, but after getting into the configuration here I thought I would forego it; and, Partner Bob Arnold and I scratched a few things out rather quickly. I see Bob Swan steadily pointing at his watch because he's coming up next to go over the proposed rules.

It's truly an honor to be here and to be the co-chair of a very historic and timely event in our history. Everybody that registered here will have a very special place in the anals of Indian education. Truly a phenomenal occasion that we've come upon! But, on the other hand, there is a tremendous responsibility and accountability that rests on our shoulders. We represent truth and justice for Indian rights. Our presence here denotes also the fact that we're very concerned with the improvement of the quality of life of our people. And obviously, we all represent tremendous hope for Indian Country.

Lastly, we all have a mandate to turn an educational system around that we inherited; and we had nothing to do with it. It was basically brought over five hundred years ago, and probably developed by some European male overseas! And, we've been struggling with that for five hundred years. It is a tremendous coincidence that at the time that some parts of our country are talking about honoring an individual who came here five hundred years ago -- we're talking about laying the groundwork for the improvement and the redefinition and restructuring of Indian education. And, hopefully, it won't take another five hundred years, but it may very well.

But, we are laying the groundwork here and I believe that we're going to see that time speed by a hundredfold. The people who are involved in Indian education are continually going to have a difficult time. But, I believe that this time around the ball is a little bit in our court. We've had twenty to twenty-five years of trial and error from the time that Nixon uttered his "Self-Determination" speech. And, it is now up to us to go forward with that. And, I believe we're ready; and, that's why we're here this week.

In these past twenty to twenty-five years many of us have been survivors. But, this week -- consistent with our nature -- we improve our own creativity (because that's our responsibility). And, I think, we've done well. I know we've been criticized and we've taken a lot of heat as Indian educators and tribal officials when it comes to Indian education. But, I would challenge anybody to have done as well with the system that we had nothing to do with. So, let's not be hard on ourselves as Indian educators.

In the process of redefinition and restructuring we need to hit hard on curriculum, particularly when it comes to our own language and our own culture. We need to hit hard on student measurement. No longer can we subject our students to failure through some tests that we also had nothing to do with. And, we have to hit hard on teacher training to show the particular and unique learning styles of our students. And lastly, we have to hit hard on certification and accreditation. We can talk local control and tribal sovereignty until we're blue in the face; but, if we do not control our own certification and accreditation we're not going to have that total control.

The next time around when we talk about education we must talk about education in a sense of how it relates to how it affects our lives at home like housing, law and order, employment, health, tribal courts, and particularly land and spirituality. How do these affect our education? That is our charge here this week: to begin to turn this around, to bring those ingredients into strengthening Indian education.

I'm really glad to see something that I've observed here. One is the presence of some very distinguished tribal government officials. It isn't everyday that you can look upon an audience and see a Wilma Mankiller, a Pete Zah, Phil Martin -- see people of this leadership quality come together with educators to address the future of Indian education. Because that is a must, because we're talking about strengthening tribal sovereignty. That is the bottom line here. Whether we live on a reservation or whether we live in an urban area that distinction -- those boundaries -- need to be removed. And, tribes need to become accountable and responsible for all of its citizenry regardless of other residence.

I feel very good about this week. It has been a long time in coming. And, I think a lot of us waited decades. The unfortunate part is that a lot of people we started with are not here with us today physically. I know that they're with us spiritually. And, we must continually count on their presence and their assistance in a spiritual manner; that is foremost and that is key. That, along with compassion, are the key ingredients that we must plug into through our redefinition and restructuring of our educational lives.

I think probably at some point, and we talked about this as an advisory board, that even though the law says that we can have no advisory board meetings, I believe we owe it to this occasion to have another meeting with as many of you as possible to be in attendance before the final report goes in. And, I would take that one step further and I would look at two issues: one, what the law says, and two, what our heart and our mind says. That what we come up with here as a document is not the finale, it is only the beginning. What are we going to do with this next? And, I would recommend that as educators and tribal officials our next forum would be at NIEA; and every year that we use NIEA as the forum to begin to advance aspects and steps of what we're doing here; and, at some point in time, we will come together with a blueprint that we all can embrace.

Nora Garcia and I were talking yesterday. She recommended that maybe the top two officials from every Indian organization that we have come together as a strategy team to advance this concept. So, I think that is something to be aware of and give some thought to.

In closing, I am honored and privileged to be a co-chair for all of you. But, really in actuality any one of you could be right here as a co-chair. You have all earned it. And, I wish you good luck this week, and God speed in everything we do. A lot of people are waiting at home. And the future will be impacted because hereafter from this week forward the course of human events in Indian Country will have forever been changed by what we do here this week. Thank you.

**Dr. Atencio**: Thank you. I would also like to recognize also the other conference co-chair, Nora Garcia.

We've asked Bob Arnold to say a few words about the policy implications for these recommendations.

**Mr. Arnold**: Thank you, Ben. The Advisory Committee asked two things of me (I work for the Select Committee on Indian Affairs): one, speak briefly about the congressional staff perspective, and secondly, to speak briefly and I'll try to do both. I have read the state reports, some with close attention to detail, other parts broadly. These are rich with information and it's troubling information, conditions are described, problems are described, needs are described. From a congressional staff perspective, what is important is that those conditions and those problems and those needs be reformulated and be restated in policy terms. In other words, the congressional staff need to know what action should be taken.

By "policy" we refer to laws, regulations, "policies," which are documents emanating from the Executive Branch, appropriations, and of course organizational issues. So, what is most helpful to the Congress from this conference is that your recommendations and your plans of actions be formulated in policy terms. It is unlikely that Congress will decide what size classes should be; and, it's unlikely that Congress will decide what strategies are most effective with young Indian children or with youth or adolescents. What instead Congress will do is seek to enable the accomplishment of those kinds of things.

One report talked about respect for native languages. Certainly this is a view shared in the staffs of committees with whom I work. But, at this conference, I would expect to formulate will be a recommendation relating to Title VII on how that law should be modified to achieve those ends, to meet those needs, to address those problems and conditions that you've described in your state reports; what new legislation is required; what existing legislation needs to be modified; and why, how, and by "why" I think you ought to talk about prediction of results.

Finally, from your reports, it is very clear to me that much of what has to be done will be accomplished locally in your reservations and in your Indian communities. So again, thinking from the congressional staff perspective, advise the Congress in your action plans how it can enable you to do those things you want to do in your home communities. Thank you.

**Dr. Atencio**: If you would please refer to the papers that were handed out to you, not the one that is in your books, but the "Proposed Rules" that were handed out to you. At this time I want to recognize someone who has been helpful to the Task Force, someone who I really look up to, the chairperson of our Advisory Committee, Mr. Ross Swimmer.

We've asked Dr. Robert Swan to go on with this next part.

**Dr. Swan**: Thank you, Ben. I would first like to introduce the two parliamentarians this week, Majel Bird, an attorney from Crow working with the Salish Kootenai Tribe; and the other attorney-to-be, in law school, Rhonda Lankford from the University of Montana. They will be assisting me today as well as throughout the conference.

What I would like to do, briefly, is explain that the proposed rules that were handed out this morning were dated January 9. The ones in your packet are dated January 9, but this happened to be the second version and I caught a few mistakes yesterday as compared to the ones in your book. So, this is the latest version and the one that we'll be going by.

There is also another handout that was given to you this morning, and this came from the State of Arizona on "Amendments to the Proposed White House Conference on Indian Education." We discussed this with the Advisory Committee yesterday, and it was determined that since it is not authorized in the legislation that it cannot be part of the proposed rules even though it's a good follow-up plan for the conference, and may be adopted a different way through an action or recommendation or resolution to the conference.

What I would like for you to do -- hopefully, everybody had a chance to read the one in your packet or the one that was mailed to you. The one that was mailed to you is actually this copy. And, I've been through it many times, and I don't want to re-invent the wheel, I don't want to read to you. I'm going to open it up for questions; we have a limited amount of time; and, once we have discussed it with no other questions, I'll be calling for a vote to adopt them. We'll need a two-thirds vote to adopt these proposed rules. So, at this point I'll open it up for questions to the audience.

**Question**: At this time we're only considering the proposed rules that were handed out this morning.

**Dr. Swan**: Correct. Yes.

**Question**: What's the difference between this one here and the one in the book?

**Dr. Swan**: The one in the book had some language in there where they had alternates in there that shouldn't have been in there because the statutory authorities did not allow for alternates. There was also an incomplete sentence in one of the sections; and then, if you would look at Rule 2.8, under Rule 2.8-2, that, too, originally had alternates and now reads "Congressional and White House representatives."

And then, below number four on Rule 2.8, "All seating within designated areas will be on the first-come-first serve basis." That's the only changes in that between the old one and the new one.

**Delegate**: I move for adoption.

**Dr. Swan**: There's been a motion for a rule by adoption. Can you identify yourself and your state.

**Ms. Mangum (NC)**: Betty Mangum of North Carolina; I move for adoption of the Proposed Rules.

**Dr. Swan**: Do I hear a second by Amelia Bingham, Massachusetts. I'll open it up for discussion.

**Ms. Bahe (AZ)**: I would like more clarification on the proposed amendments from Arizona. I have a further recommendation. Do I just put that into the record now?

**Dr. Swan**: We could do that two ways. We could either enter it into the record now, or we could wait until -- if these are adopted, then you could bring it up on the floor to enter it in the directive. I think it would be easier to wait until this motion, if it passes -- to adopt these rules and then go to your recommendation. Further discussion?

**Mr. Johnson (MI)**: I'm wondering under Rule 2.6 whether there is a registration requirement. There's not a definition for "requirements."

**Dr. Atencio**: What they've been doing, which is filling out those observer forms and the delegate forms -- those are the requirements so that we can encode them into the computer as we need to. And, also, if there is a fee to be paid and just the things that they do when people register. Those are what the requirements mean.

**Mr. Johnson**: Does that have any implications for discussion earlier about moving from sections and topic areas?

**Dr. Atencio**: For the delegates it would be part of that.

**Ms. Locke (SD)**: I want to make a point about the observers. I know that it's in the law that only one-quarter of the delegates are from Indian nations, but, it concerns me that there are some heads of Indian nations here that won't really have a say. You know, only delegates have the right to vote and make motions on the plans. And, I just wish there were some way that we could recognize these heads of Indian nations. After all, no matter where we live, we're really not urban Indians but we are tribal members living off reservations. And, it seems that when people elect a leader that there should be more of an influx. I suppose that could take place at a greater time, but it seems a little off balance to me.

**Dr. Swan**: That is a flaw in the law for the quarter, quarter, quarter, quarter division of delegates, but I believe that throughout the week that we will recognize the elected tribal leadership; and, Lionel and Nora know most of those tribal leaders and we'll recognize them even though they don't have a right to vote.

**Ms. Locke**: The second part that I wanted to comment on -- it seems to me that the twenty-one people that are in the governance section on whether or not there should be a need for a school board, that seems to be a topic that has more significance than, say, school personnel. And there are many of us who wanted to be in the Governance Topic and wanted enlightenment. So, the criteria for being in the session that you had chosen, and there's not room enough for you, then the bottom sentence states that the committee will make assignments, if necessary. So, if you then get assigned to an area that you don't know too much about, for instance, personnel then your contribution to that topic area may not be as valid as somebody else who could give a lot of input.

**Dr. Swan**: I agree with you, Pat. I believe Debbie covered that to some extent. We may have to have some kind of brokerage system, swapping with people until we get in a session we want to be in. I don't even know which one I'm being assigned to, and I may be in a session that I don't know anything about either. It may create a problem for some of us.

**Questioner**: It's been moved and second, and I think that there will be many ideas that come out, not right now but in the following week, that I would like to call for the question. I think that it's much easier to make amendments and change it later. So, it's been moved and seconded and I would like to call for the question.

**Questioner**: On page six, Rule 2.11, subsection (e) -- the question I have is, "should there be equal time to the motions and the recommendations by those who are for or against?" I wanted to clarify that the fifteen minutes provided for debate, should be divided equally between those who are opposed and those who are for.

**Dr. Swan**: That would be interpreted by our parliamentarians. I'm going to recognized the call for the question, and if you have got any motions for amendments I'm going to be calling for those. With that, I'm going to take a vote. All in favor say "aye." All opposed? I recognize two-thirds adoption of the rules. Any amendments to the rules?

**Questioner**: I propose an amendment on Rull 2.11. I propose that the time period be divided equally both for those who support and those who oppose a motion or recommendation.

**Dr. Swan**: I would rule that out of order under Rule 2.10, Adoption of Rules, under (b) which states, "Any suggested amendments to the proposed rules shall be presented in writing to the co-chairs of the conference twenty-four hours prior to the conference." Since these rules were adopted, I propose that all amendments are out of order. I turn this back to your co-chair, Lionel Bordeaux.

**Delegate**: You asked for "proposed amendments," so that's the reason why we went forward.

**Ms. Bird**: Although I think that it may have been awkward to call for amendments and then close, I think that it was necessary to illustrate that this rule is in effect. Rule 2.10 has been adopted and is effective and allows for no amendments unless there is a twenty-four hour written notice.

**Delegate**: Ma'am, we just got these handed out to us a little while ago.

**Ms. Bird**: The rules were sent to all the delegates, and they were available yesterday, and the changes were minimal. So, I believe that the changes cannot say that they've eradicated the first draft of the rules.

**Delegate**: We registered yesterday and got a new packet. We were under the impression that it was going until a few minutes ago. There is room for amendments here, I believe.

**Mr. Ryan (MD)**: This is my understanding. A committee is created by the statute or directive or executive order or by secretarial appointment. that covers all committees in the government. Our Conferen is subject to the Federal Advisory Committees Act as existing law. And, that law would require access to the same, and also be published in the Federal Register before it is effective. So, it is not yet effective.

The reason why I raise this technical issue -- and you can consult with your attorneys if you'd like -- but the reason why I raise this is because I'm a little miffed about the fact that the law expects delegates to participate in a number of issues, yet the conference committee is able to effectively strong arm participation and deny access of participation from observers, as pointed out earlier. And you all want to adopt this. I respect that, but on technical grounds I was the one "nay" vote there that didn't get recorded earlier on the adoption.

**Dr. Swan**: Okay, to accommodate you I consulted with the parliamentarian, and I would accept the motion from the original maker of the motion to rescind the motion as well as the "second." We will then vote on it, and then you can discuss your amendments. Do I hear the original maker rescind that motion for adoption? Betty?

**Ms. Mangum**: I move for adoption, and I wish to rescind it; and to open up for discussion for any amendments.

**Dr. Swan**: Okay, the second? Okay, discussion? Any discussion? Yes.

The motion is to rescind the motion to adopt the rules, and if you pass that by two-thirds, we will go back to point one to take a look at your amendments to go in, so that you don't violate Rule 2.10 (b). Question has been called. All in favor say "aye." All opposed? Two-thirds carry.

Now it's open. Yes, sir?

**Mr. Shigoitew (AZ)**: I would like to carry forth the discussion on Rule 2.11 (e).

**Dr. Swan**: There's been a point of order, questioning if that fifteen minutes is the total for "for" and "against" in debate, is that total for and against there a total of twenty-five minutes.

You want an interpretation, is that correct.

**Mr. Shingoitewa**: My motion is that time be divided equally for those who oppose and those who are against the motions. So in that way we don't favor those who are favor by ten minutes, and give those who oppose only two minutes. My motion is here that we give everyone equal time.

So, for example, those who oppose the motion will have 7 1/2 minutes.

**Dr. Swan**: Do you have official language you want to insert there?

**Mr. Shingoitewa**: I think the parliamentarians could probably do that faster.

**Dr. Swan**: So you're talking about equal time between the pros and the cons under (e)? We're talking 7 1/2 minutes each, and debate will be five minutes each. Do I hear a motion to the effect?

Arizona made the motion, and the second was made by Melvin Martinez, Santa Clara. Discussion and clarification 2.11.(e) states that 7 1/2 minutes will be given to the pros and 7 1/2 minutes from the con. Any debate on the amendment shall be limited to five minutes for the pro and the con. Any questions?

**Mr. Pego (TX)**: I would like this not to be at the expense of (c); that is, I don't think an individual should have two minutes regardless if he's the only one against something or for something. I think we should still have a two-minute limitation; that is, if there is only one person against a particular item I don't think he should be afforded a full 7 1/2 minutes to speak.

**Dr. Swan**: Now, he's still limited two minutes under (c). Do I hear a call for the question? Question has been called on this amendment. All in favor say, "aye." All opposed? One opposition, amendment passes. Any further amendments?

**Mr. Ryan**: Does this document mean that it has to be in Federal Register before we can act upon it, or are we doing this for adoption here?

**Dr. Swan**: I am not an attorney from the "feds" and I don't know if our two attorneys can act upon that question. I don't know if we have anybody from the Solicitor's Office, or if Ben can answer that. I did notice that in the proposed rules that talked about that under Rule 2.7: "The Advisory Committee shall advise the Task Force on the established order of business for the conference which shall be published in the Federal Register as procedurally demanded." So, under the bureaucratic question that Mr. Ryan raised, it probably could be interpréted that these rules should have been published in the Federal Register as proposed rules in accordance to OMB guidelines. I cannot answer your question, Mr. Ryan, whether they should be published, in keeping with the Advisory Committees Act.

**Mr. Ryan**: By and large, most of these rules are pretty harmless and could be adopted. But the one I found offensive was the issue of access because the whole purpose of federally accessing the law is that it makes possible that people do participate. And if you're going to control the registration, requiring registration to become an observer you have to published that. They have a statute defining what are a delegate's responsibilities in order to participate in working sessions, and I don't think you are meeting the spirit of that law, and so I found it offensive.

The point is that it looks like everybody gets railroaded into topics and it's unequivocally their right to participate in all areas, to at least go there and listen if they want to express themselves. So, that was my point that I want to share, but I certainly don't have an objection of this point being brought up.

**Dr. Swan**: Mr. Ryan, the conference committee made those under Rule 1.4, and they actually did not cover them in these rules. Any other discussion? Any other amendments? I'll recognize Arizona.

**Delegate**: {Inaudible}

**Dr. Swan**: Okay, she was concerned about the amendments proposed, the one-page handout submitted by the State of Arizona. This was handed out to everybody sitting here this morning. The reason the Advisory Committee elected to not consider it in the proposed rules this morning was that it goes beyond the scope of legislation. The legislation does not allow that, but it doen't say that we can't get the legislation amended to include this in the future; or that this could be introduced by resolution or open forum or a plan of operation. I think Mr. Bordeaux talked a little bit about that saying that this should not be the end. And I think the State of Arizona is saying that this should not be the end. I would like to compliment the State of Arizona for putting together a good plan of their three approaches as far as follow up after the conference within a year and within four years.

**Ms. Mangum**: I'm confused now. Have we decided that this is going in the record because, if so, I publicly am opposed to the first point of the report. It gives a whole lot of strength and attachments by Arizona, and even though my good friend, Katie, and some of my friends are really special to me, I don't agree with what is written in the first part. And, I want to speak against it.

**Dr. Swan**:Okay, we're still discussing, and we have not had a motion on the floor to adopt the rules, as amended. Pat?

**Ms. Locke**: I just need the words clarified or explained to me on Rule 1.47, "Conference Committee." I don't understand page two on the top of the page, I don't understand what that means: "...

to speak in performance of their specified duties." What does that mean?

**Dr. Atencio**: What the intent of that was, like yourself, if there were some specific questions that I could answer for you then I would be able to come up here to speak and address those. And, that would be just on very specific cases for a specific clarification or interpretation that is needed at that time that's all that means.

**Dr. Swan**: I would like to have a motion introduced from the audience, if possible, to get rid of Rule 2.10 (b); in that way if we got anything during the week that we could not iron out, then we could get an amendment to the rules. If I can get a motion on Rule 2.10(b), to eliminate that from the Proposed Rules and get away from the twenty-four hour question.

**Mr. Arnold (NV)**: I would move to strike Rule 2.10 (b) from the Proposed Rules.

**Dr. Swan**: Do I hear a second? Discussion? Yes.

**Mr. Cesspooch (UT)**: If you strike this out is there going to be any amendement on adopting amendments then?

**Dr. Swan**: We would be able to entertain amendments for the adoption of the amendments once you adopt the final rules.

Question has been called for. Mr. Stiffarm?

**Mr. Stiffarm (MT)**: I was wondering how we accept amendments throughout the conference. We're not going to be together too much. We have two conflicting things, even tonight. You've got the caucuses going on at the same time as the open forums.

**Dr. Swan**: According to the interpretation of the parliamentarian that would take the adoption of an amendment here and which would be valid today.

**Mr. Stiffarm**: Well, we're already behind schedule.

**Dr. Swan**: I understand that, Mr. Stiffarm. Question has been called for. All in favor say, "aye." All opposed? Two-thirds have passed that Rule 2.10(b) has been stricken.

**Delegate**: I would like to make a motion that we adopt the amended rules.

**Dr. Swan**: Motion has been made to adopt the amended rules by Leroy Shingoitewa from Arizona. Second from Arizona, Ivan Sidney. Discussion?

**Mr. Cesspooch**: Going back to the section that we struck out here, perhaps we acted to hastily, and we should have just struck out "Twenty-four hours prior to the conference." That way we could still have a provision for amendments to be proposed to the co-chairs.

**Dr. Swan**: Any more discussion? Yes, sir.

**Mr. Demmert (AK)**: I would like to ask on page five, Rule 2.8, "Designating Seating," numbers one and two, are they the same or is there a difference between delegates on one hand and Congressional and White House representatives on the other hand?

**Dr. Swan**: There is a difference. Only the delegates have vote and the authority to vote.

**Mr. Demmert**: What are the congressional and White House representatives?

**Dr. Swan**: Your program shows you a seating chart and shows you where delegates sit, observers sit, press sit, and congressional.

**Mr. Demmert**: How do you define the Congressional and White House representatives?

**Dr. Swan**: That could be members of their staff. There were some that said they would be here.

Yes, sir?

**Delegate**: Yes, I like the suggestion by the man over here striking only "Twenty-four hours."

**Dr. Swan**: That has been ruled on already. In order to get that back on the floor we would have to go back to square one again and ask for a rescission of that recent motion and the second and then re-amend Rule 2.10 (b), put it back in the take the "Twenty-four hours prior" out.

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The parliamentarian moves that if it doesn't matter then we must move on.

The question has been called. All in favor of adoption of the rules, as amended, signify by saying, "aye." Opposed? Motion carries. Now I'll recognize Arizona.

**Ms. Bahe**: I would like to move that the amendments that were passed out this morning, be considered as amendments to the rules.

**Dr. Swan**: Do I hear a second from Genevieve Jackson. Discussion?

**Ms. Mangum**: My concern is not so much on Part two and three, but the first part of this has a lot of time frames, which is not a problem. But then it further states, "Each state delegation shall appoint no more than one-fifth of its members as delegates be at the final national conference." That's where my problem is. I don't agree with that. We have our state hearings, and people were elected by some states and some by congressional appointment.

I don't agree with that and I would ask that we not pass this based on the recommendation that each state should appoint no more than one-fifth of its members to come back for a final conference. That's my problem with your proposal.

**Dr. Swan**: Any discussion? Yes, sir?

**Mr. Cesspooch**: Since there is going to be some debate about this, I'll make a motion to table.

**Dr. Swan**: I will need a two-thirds vote to table. I'll need a second. It is seconded. Discussion to table the amendment? Question has been called. All in favor to table that, signify by saying "aye." Opposed? We'll take a hand vote. All those in favor signify by standing up. Please be seated. Now, all those opposed by standing up.

Do we have a count? the rule by the parliamentarian is that two-thirds of the majority passed the motion to table.

Let me say this for Arizona. It is debatable that this is an appropriate amendment to the rules as written anyway because it's not addressed in the law. I would recommend that, in the open form or in a resolution drafting section, you get something written up and get it to a full vote on Friday for a follow-up plan for this conference because it's not in the legislation. This would call for going back to the hill to get an amendment to the legislation to come out of this conference.

Any more amendments? Questions?

Delegate: Can there be a motion just to recommend whether they make it an amendment for the record? I also think there is a debatable question on the number of delegates.

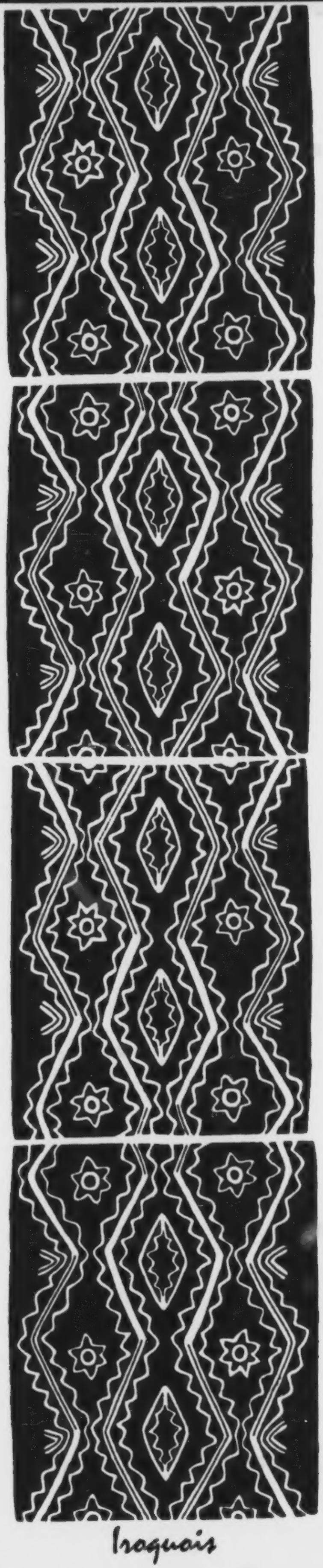
**Dr. Swan**: The parliamentarian ruled that out of order at this time while we're going through the rules. Question.

**Delegate**: On the top of page two where it says ". . . the Conference Committee has the right to speak in performance of their specified duties at all sessions." Would you please provide all of the delegates documentation of all of the committee's specified duties so that we can challenge you in the state of confusion.

**Dr. Swan**: I agree with you and don't have any argument with that. Ben will get that in writing to all the sessions today. Any other questions? Yes Ma'am?

**Delegate**: I would like to see another time set up where we can entertain any more amendments to the rules.

**Dr. Swan**: I'm going to reserve that answer for the co-chair, and see if there is any room on the agenda for that. We are already missing the grand entry of the conference. We're twenty minutes late already. That's how come I've been pushing you, and I apologize for that. Thank you.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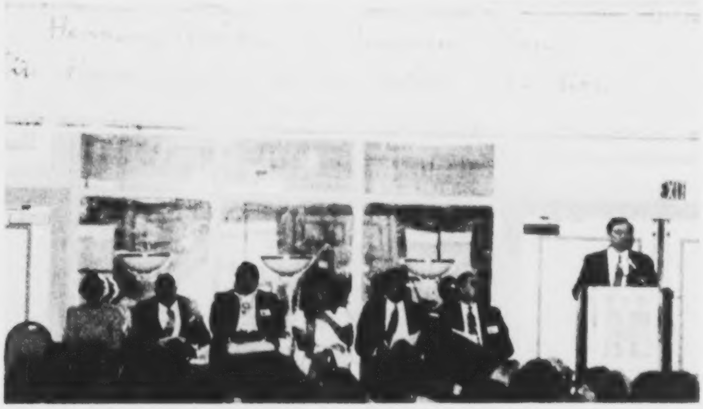
# OPENING SESSION TRANSCRIPT

## CHAPTER FOUR

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

# OPENING SESSION TRANSCRIPT

January 22, 1992



**Martin**: Welcome to the White House Conference on Indian Education, and welcome to Washington, D.C. I would like to thank all of you for your kind patience as we have prepared our delegates in orientation this morning. There's only going to be one opportunity for me to say anything of a personal nature to any of you, and that is going to be at this time because once I leave the podium I will be turning the conference over to the co-chairs and the chairman of our advisory committee.

Please accept my apologies for taking this personal moment, and indulge me. I wish to thank all of you and the many people who I have met and worked with throughout the United States, as I attended about twenty-eight state steering committee activities. I worked with about twenty-eight steering committee coordinators -- some of them are voting delegates, some of them are observers -- and they put a great deal of time and effort on behalf of the planning of this conference. It was an extremely tough job, and they did an excellent job with that.

To you state steering committee coordinators (and I would like to ask you to stand, if you would): I wish to give you my personal regards and thanks. It was greatly appreciated, you did a great job. [Applause].

Because education is so community based and family oriented effort, I would also like to thank my family. Is Karen here? I think she's volunteering out front. Here she is. I was on loan for this project, and it has meant about nine months away from my family. I lived out here in D.C. out of a suitcase, and my family voted to allow me to do that, and for that, I am eternally thankful.

Also, finally, all of you, I've told the delegates this morning that I'm excellent at remembering faces. I also remember names, but I just have a heck of a time correlating the two. To all of you, some time or another I'm sure I have met you and please do not be offended if I don't recall your name.

But I do want to end once again in saying in all sincerity that I wish to thank each of you for your assistance, your support, and your cooperation. Without that, this conference would not have taken place. So, I thank you all very much, and at this time I would like to turn the conference over to Mr. Ross Swimmer, the Chairman of the Advisory Committee.

**Mr. Swimmer**: Thank you, Buck. I appreciate that great introduction. You would think that after working this closely together for the past year he could say, "Swimmer." Every time I say "Swimmer" people say, "Is that C-H' or S-W?'"

It is a pleasure to be here this morning as the Chairman of the Advisory Committee. Like Buck Martin, I go out of business today. In fact, I go out of business hopefully by noon. My job is done when we will have concluded the opening ceremonies. I want to say that it is a great honor and a privilege to have worked with people like Buck Martin, Ben Atencio, Jim Gasser, other people on the staff of the Task Force over this past year, and to chair the Advisory Committee meetings that we have held in preparation of this conference. So, we have on a parallel track of doing the Advisory Committee meetings while you all have been doing state committee meetings, and trying to assemble the information that we received from you and then send it back out. Now that that has happened, we completed the loop and we're all here today to try and put together a final product that is going to be extremely important for Indian education in this next decade.

I would like to have at this time Lionel Bordeaux and Nora Garcia, who have been selected as co-chairpersons for this conference, to come to the podium and officially open the session for business this morning.

**Mr. Bordeaux**: The parliamentarian has ruled that a quorum is present. I, Lionel Bordeaux, presiding officer, officially call the 1992 White House Conference on Indian Education to order. Thank you.

**Mr. Swimmer**: Thank you. We have two excellent co-chairpersons for this conference. I think that we're going to have quality leadership throughout. We really appreciate them taking their time, and making the effort to do this.

At this time, as is customary and has been with our Advisory Committee and, I know, with most of the state steering committees, we would like to open the session with a prayer. We need all the help we can get and all the guidance we can get from as high as we can go. At this time I would like to call Mr. John "Slow Turtle" Peters, the Supreme Medicine Man of the Wampanoag Nation, to the podium for the invocation. John.

**Mr. Peters**: I would like to ask you to join hands together and be part of this prayer. I only wish there was a circle so we could see one another begin to understand about a great mystery and His way of presenting us with so many gifts that we have today. Each one of you are a special gift and the Creator made that so, and each one of you have something to share.

My prayer is more of a thanksgiving to the Creator for bringing each one of you here to share today, to be part of a group of people that are trying to do something to benefit the continuance of a cycle of life that needs so much work and so much endurance.

I must first thank the Creator, the Great Mystery, about some of the gifts that he has given us in the prior. And, I thank Him for the four-legged, those who cannot speak for themselves; those who have given many lessons to share with us each day; those that have been of substance in the way of sharing themselves with us through love and through foodstuffs and through the many lessons that they have each given us to continue our live and understand more about life.

I thank Him for the winged ones who have been given wings to fly in the sky; those who have the beautiful songs that they sing to us to make our days peaceful; those that have so many colors and so many ways of life that are different -- some that fly and some that don't fly at all. There are many, many changes in life that come through the knowledge of the bird that flies in the sky.

And I thank the Creator particularly today for the plant life, all the trees, the many variety of trees that have so many ways of giving us the knowledge about differences; and the plant life that we consume sometimes to sustain our bodies and treat ourselves; and the many lessons that come from each one of those plants -- lessons from the trees are enormous because of their ways of sharing so much with life around them.

And I thank the Creator for the Mother Earth from which all life comes. And at this time I ask the Creator to come into each one of you. I ask the Creator to be here with us today to share and remind us that each one of us are part of that creation. And there is no one here any greater or lesser than the other. We're all equal.

And, each one of us has some gift that we have to share with the other to make the cycle of life continue. I particularly thank the Creator for the female that is standing with us today. They have been gifted with bringing forth new spirits into this world. And I thank the Creator particularly for coming to my people so often to remind us about our purpose for being here, our purpose for living on this planet.

This prayer comes with a message to us that we are to preserve this planet, this space for unborn generations yet to come here. And, I would like each one of you to take a part of that, and make your life meaningful, make it worth that being and that you are here to preserve this space for those coming generations.

And, so I thank the Creator for that message, and I ask the Creator to instill that into you. So, when you leave here you will have a few extra gifts. I've asked the Creator to give you new ears that you can hear the sounds that surround you; and I have asked Him to give you the eyes that you can better see all the many, many gifts that are around you: the gift of each other. And, I've asked Him to give you a new heart that you can better love one another in this world that we live in together.

And, with that I am going to say thank you.

**Mr. Swimmer**: Thank you, John, for your words of wisdom. At this time we will have the presentation of the colors by the Navajo Code Talkers. They will be entering from the rear of the room and present the colors here in the front. I would like to have you stand as they come down the aisle for the presentation of the colors.

[Colors presented].

I would like to introduce the Code Talkers, very special people from the Navajo Nation. First, Albert Smith, president of the Association; Bill Toledo; Keith Little, Treasurer; James Nakai; Jimmy Begay; John Kinsel. The people accompanying, the young people, we have Dana Maureen Naes, a second grader from New Mexico, and Navajo Medicine Man, Ashi Begay from Arizona. And, I believe that Dana is going to present her gift to the conference. And, I would like to give them a round of applause.

Thank you very much. At this time, I would call Edgar Perry to the podium, who is going to present us the National Anthem in Apache. Please remain standing for the flag salute which follows.

[National Anthem].

Thank you. I don't think I've heard it done any better! Now, what this conference is all about, I would like to introduce the Washington/Baltimore Metro Area Indian Youth Organization to lead us in the Pledge of Allegiance. If they would please come forward to the stage.

[Pledge of Allegiance].

I thank the youth group for their presentation and leading us in the pledge. It just shows you what legacy is coming behind us and what this conference is all about. I don't know if my son happens to be here, but he came with me to Washington. I wanted to recognize him as one at the other end of the spectrum. Joe is graduating this year from the Tufts University in Boston. Is he here? He might be out looking for a job.

At this time it is a very great pleasure of mine to introduce a lady who has been with us throughout this process, and has stood behind us and has worked very closely with us from her position at the White House. Deborah Anderson is the Deputy Assistant to the President. She is Director of White House Intergovernmental Affairs, and she also serves as the President's Liaison to American Indians. She is from South Dakota, and served as Speaker of the House of Representatives before accepting her appointment at the White House in 1989. "Deb," as we have come to know her, has been very helpful to us. This conference could not have happened without her support and that of the others at Intergovernmental Affairs at the White House. We're very privileged for her to be here this morning, and give us a few comments from the White House and from her perspective on Indian Education. At this time I call Deborah to the podium, and ask for some comments. Thank you very much. Please welcome Deborah Anderson.

**Ms. Anderson**: Thank you for those kind remarks, Ross. I am very, very happy to be here with you this morning. I want to add my welcome to Buck's. There was a time, I think several months ago, when we weren't sure that we could actually bring this whole thing together, and I'm just so pleased to see that it's working out as well as it is. I want to welcome you to the White House Conference on Indian Education.

On behalf of President Bush, I wish to thank you for participating in this very important effort here; and also, all of you I know were very involved in the efforts at the local, state and regional levels before coming here, and I also want to express our gratitude from the White House for those efforts.

As the President said in his statement reaffirming the government-to-government relationship between the Federal government and tribal governments on June 14, 1991, "Over the years this relationship has flourished, grown and evolved into a vibrant partnership." The President's hopes for this conference include building on that partnership for the benefit of that most important American asset, our children. Your commitment to bettering Indian education, witnessed by your participation and interest in this conference, is of utmost value to that goal. I really want to stress that. You know and you've heard the President mention many, many times across the country the importance of education. And, I want you to know that this conference is important to the White House. We're very, very glad that all of you could take the time as I said earlier,

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starting months and months ago, and I know that this is going to be a worthwhile effort on all of your parts.

I really want to extend my thanks and also the President's thanks to Ross Swimmer and the members of the Advisory Committee for their valuable input into making this happen; and also to Buck Martin and his very capable staff without whose tireless efforts, days and nights, weeks and weeks, this just would not have happened. I really want to express the White House's gratitude to all of those people.

And, on behalf of the entire White House I want to wish you a most productive and successful conference. And, once again, thank you very much for spending the time to come here and be part of this. Thank you.

**Mr. Swimmer**: Thank you very much for those kind remarks, and again I appreciate the effort that the White House of Intergovernmental Affairs has put into this. When I was the Assistant Secretary, before Dr. Brown, I enjoyed the privilege of working with the people at the Intergovernmental Office in the White House, and I would encourage all of you to find out more about that office, especially those of you in tribal government. They truly are an excellent liaison between tribal government and the United States government at the highest level, at the Office of the President. And, they have made this a real commitment on their part to see that this conference did happen, and that people were able to provide their input into it.

I see on the agenda that I have until 11:45 a.m. This would give me a few more minutes to make a couple of remarks.

Before I introduce the Advisory Committee and special guests, I did want to say just a couple of words. When we had our first organizational meeting of the Advisory Committee, we had to select a chairman or chairperson of the committee. I was privileged to be chosen by split vote of the committee. As Lionel said, anyone could be here, anyone could be in this position, and any one of you from the states could have been on the Advisory Committee.

We had a great group to work with. The Advisory Committee was appointed the same way, from the President, from the House and from the Senate, all different political parties, all different political persuasions. However, everyone on the committee had a single goal in mind and that was: what can we do to help the next generation of Indian young people succeed in today's world?

That sounds simple enough, but it is an extremely complicated task. And, you will find, even though it appears that there's a lot time between now and Friday evening, the coming up with solutions is going to be a monumental task. It's not going to be easy, and we probably have as many different ideas of how to succeed as there are people in this room. The key is coming together and making it work.

At the time when there was a need for us to offer ourselves as chairperson for the Advisory Committee and we said why, I said at that time that I believe that the White House Conference on Indian Education was going to make the difference in Indian education and that it was going to set the standard, the goals, the objectives for the next decade -- far beyond even the year 2000.

I've read in the Nations At Risk Report many of the objectives that are listed there are for the year 2000. But, over the past year I've come to realize we've already lost meeting our deadline. We already have people in school, we have young people in the second, third, fourth grade that are going to graduate by the year 2000 that are afflicted with fetal alcohol syndrome, with learning disabilities, that are afflicted with problems of family, problems at school, and problems in the community. These aren't going to succeed. They're your dropouts of tomorrow, and it's just as clear as that.

The problem is going to be solved the way that most problems get solved: one person at a time. Sometimes when we think about the tens of thousands of Indian youth that need our help but that need our guidance that are going to need our solutions, we think the task is insurmountable. How do we deal with the reservation schools, the conflicts between the public, the private, the tribe, the state, the county, the district, the chapter, the urban school, the rural ghetto, the urban ghetto? How do we bring it all together and make it work for the Indian children that we're all here today and this week to talk about? We do it one at a time. We do it one child at a time and one school at a time until we succeed. We cannot fail. If we fail this week, you will be failing the next generation, and the generation after that, to come of Indian children.

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This is truly a monumental conference that is being held here, and I want to stress the seriousness of it. I took the position of the Chairman of the Advisory Committee because I had hoped that I could make a difference in helping to pull the conference together. Deb Anderson at the White House, Buck Martin, Chairman of the Task Force, the people that have worked on this for the past almost two years now feel the same way. And, believe me, it is a great relief to turn the burden over to you. But, I don't envy you; the work is monumental, but let's do it one child at a time, one school at a time, one tribe at a time, and one city and one town at a time until we solve the problem. And, that is to have our young people educated from the day they're born until the day that they get into the work place and are able to be self-sufficient individuals. That is the goal you have to work for today.

Those people who have helped to make it happen so far I get to introduce at this time. I would especially like to recognize the two secretaries who have the most influence in the area of Indian Education: that's Secretary Lamar Alexander, who today is represented by John MacDonald, Assistant Secretary of the Department; and, Dr. Eddie Brown, my successor, Assistant Secretary, Department of the Interior, representing Secretary Manuel Lujan.

I would like to run through, quickly, the Advisory Committee members and ask each to stand as I call their name (and hold your applause until we're through naming those who are present today). First, Dr. Don Barlow, Bob Chiago, Sandi Cornelius, Floyd Correa, Laurence Gishey, Sandra Gjelde, Laraine Glenn, Kathryn Manuelito, Bob Martin, Dr. Joseph Martin, Buck Martin, Manning Osceola, Dr. Frank Ryan, Jay Stovall, Dr. Robert Swan, Eddie Tullis, Rosa Winfree, and Lionel Bordeaux. I would like you to give a big round of applause to these people; they have spent a lot of time on the effort. [Applause].

As I say, this has taken a lot of effort not only from these folks, but I know you out in the field and the state steering committees as delegates today have had a lot of time spent on these issues and putting together these papers. So, I expect to have a very good conference, and I encourage and urge you to move speedily into the work, do your very best, and remember always that we're here for the children. Let's make it work.

I would like to call now for closing remarks of the opening session from Nora Garcia and Lionel Bordeaux to take a few minutes just for you to get introduced to the co-chairperson, who have a few words about what they expect you to achieve this week. Nora.

**Ms. Garcia**: I didn't see Deborah sitting next to me here, and I thought I was the only women up here, but I'm glad to see another female up here.

I would also like to recognize the Advisory Committee under the leadership of Ross, and the staff, Buck Martin, Ben, and Jim getting me orientated during this short period of time since I was nominated and actually was confirmed by the Advisory Committee. At first, I had apprehensions about even wanting to do this, but when the people had told me that my name had been forward for consideration I thought, "Oh, my God." But then again I thought from one side of a person that has never completed high school and has not had any college education, I guess I come from the school of hard knocks. But, I also feel that that experience, combined with the support I got in growing up and coming from a family background like most reservation children, was fortunate and unfortunate for having had.

I felt that I had the strongest support from somebody very dear to me, and I hope she's here in the audience -- my mother. Mom, are you here? And, my son also. I would just like to recognize them, and publicly thank my mother for the encouragement and the support, and just the drive and determination she showed me and conveyed to me, and I guess that's why I'm where I'm at today.

But, I don't look back and reflect upon that as anything negative in my life -- I've always been taught to be very positive and very optimistic about whatever role I was given in this life. And, I guess that's why I'm here before you today as well.

I also would like to thank our Creator for giving me such a role and placing such a responsibility upon me. It has helped me to grow in many areas of my life that I probably would have not -- I don't think, I would be standing here today before you if that role hadn't been placed upon me.

But, I do carry the burden and I share the responsibility that you have as tribal leaders, as observers that are here today as tribal leaders, as educators -- people who are concerned about our future in Indian education. I think that has been our primary goal as people -- it has been our focus on family, it has been our focus on our children. And, I believe that we are instrumental in carrying that forward. I serve also on the BIA Reorganization Task Force. I serve on the National Policy Center. I also serve on the National Tribal Leadership Forum. I'm really getting in there full speed and hearing the same consensus from Indian Country, whether it's from the Northwest, the Southwest, the Eastern tribes or those from up in the cold country.

I'm glad I'm from the desert. I think I could survive the cold weather, but I guess I'm a desert rat. I was a little concerned about my age and being a woman also, and being a tribal leader. I mean, I got some looks from some of the men that I met, but once they kind of got use to me then things became all right.

I just wanted to say to you today that, as has been mentioned here before, we do have a prime opportunity, and we've had the insight and the words of Senator Inouye, Congressman Faleomavaega from Samoa (I'm very glad to see him here), Congressman Miller and others that have their aides or their representatives here today. I think we have an opportunity both in the House and Senate that we need to take grip of. I think we have party platforms -- we have a number of people here from the Republican side, the Democratic side. We need to make these issues known to these people, and we need for the Secretary of Education to hear the concerns of Indian Country.

When the quincentennial is upon us, we have to convey to America, educate them on Indian people. We are the native people of this country, and we deserve the rightful education that we're not given. We deserve to right the wrong that had been mentioned earlier. And, in coming here today that signifies a great message that we can carry forward. And, I hope that the people who are gathered today -- Ivan Sidney and others who sit on Republican committees and the Democratic committees, that they will move Indian education as a party platform.

We need to set an agenda for Indian County. There has never been a movement like that before. And, I've been part of that, and I see that as an education of ourselves, as a culture of a people moving forward as one voice unified and bringing the needs of our people to the attention of the world. And, we have to let people know the positives about what is being done, although a lot of time we just hear about the negative. A lot of times that is all we hear about and that's all we see in the papers. Let's get some positive things out there. And, the positive move here is that we're all here together. Whether we come from a state, federal, tribal government or different educational background, we all have one focus, and that's on the students.

I would really like to take to heart the diagram and the focus that has been presented in the processing of the recommendations that have been brought to our attention by the states, and the concerns of focusing on the student. I think if we continue to focus on the student, whether the issues are in the other areas I already mentioned -- that delivery of service, the competitive edge that we'll be giving these children in early childhood development, which is one area that I'm very focused upon. I believe that we instill self-esteem; we've got to keep that motivation up in our children; we've got to bring that pride back; we've got to let our children know that they've got a place in the future and a role to play in tribal leadership, tribal government and our future in this world that we're living in; and also, to respect the others that are here.

I would just like to acknowledge two people from my reservation that are here with me. It's not very often that we're able to bring a large group of people because we only have nine hundred and twenty-one tribal members located in three states -- California, Arizona, and Nevada. Colleen Garcia and Donna Bryan -- they are seated over here, and I would just like to welcome them also. They do what I do everyday. Please stand. Donna is our Director of Education and Colleen is a graduate of Needles High School, and sits on our JOM Committee which is basically our education department. Colleen is also in the public school system for Needles. These two women have really brought a lot of change and commitment to even our small reservation, and represent a large interest that we see here today.

I would like to thank a lot of people here today -- I see many friends, very good people -- that have supported me and encouraged me along the way. I would like to thank everyone here today. I would like to thank the people that are seated here today. I really look forward to the next three days, and I really encourage you as delegates to get in there and get your issues across. I know the process has been difficult, and

I know we've come a long way. But, I would like to put that behind us right now, and let's just move on, go forward. Let's present the best package that we can put together with the plans -- whether they can be implemented immediately, whether they're long-range, short-range plans, I think they're things that we need to bring together; bring education as one whole, and push a party platform that will get us what we need. I think the bottom line is lobbying for more dollars, for more services, and providing that back to the grassroots level.

Thank you all and welcome to the conference, and let's get to work. Thank you.

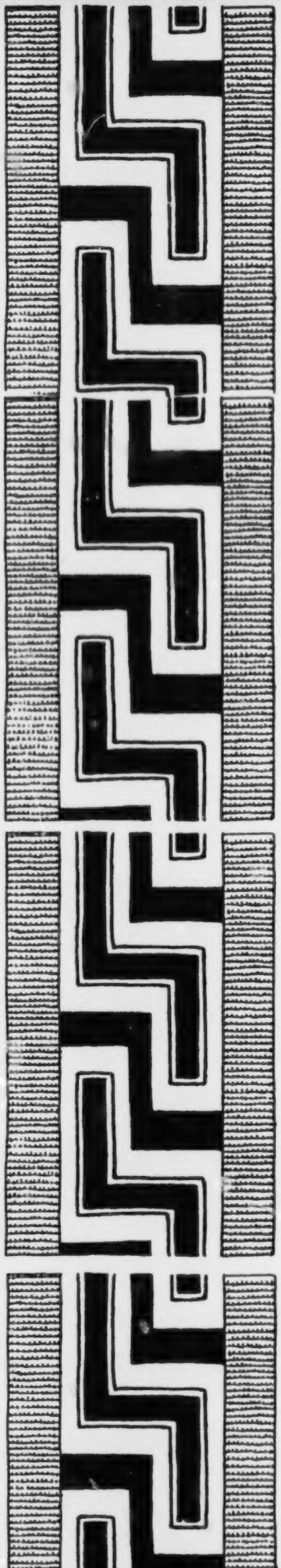
**Mr. Bordeaux**: [Sioux language]. Now, had we had Kevin Costner here to interpret that, he would say, "Ugh!" But in seriousness, I want to second everything that my co-chair has said. It is a very timely and a very historical opportunity that we come here and gather in behalf of the future generations, and the strengthening of tribal nations and our future. And, looking out across the room I see some familiar faces, but I also see a lot of new faces. And, I know you come here with the same hope and the same desire that all of us share. It is the Creator that put us here and brought us all together. It's only with the assistance of the Creator that we can continue to do the work that we're called upon to do in the strengthening of not only our own schools and students, but our communities and our tribal governments, and wherever Indian people live and wherever Indian people serve in this country.

It's going to be an exciting week; it's going to be a hard week, but I believe the reward is tremendous. I wish each and every one of you a super week. It's going to be hard, but at the same time have fun! Thank you.

**Mr. Swimmer**: Thank you for those kind words. I just have a couple of things I wanted to mention. First, the people who are making this conference work, the ones who are arranging for the badges, who are doing the photocopying, these are for the most part are all volunteers -- well over a hundred people who have come in [mostly Indian people] from the Washington, D.C. community. I say that because when it doesn't go right and you grab one of them remember that they're not paid for doing this. They might at that moment be at a stage in their lives to say, "We're not being paid to do this; go away!" But, they are going to be very helpful to you.

The facilitators, the staff people, the ones that will be working at the various meetings that you're going to have likewise are here pretty much on their own time. They are here because they want to make a difference as well, and they're going to be here to support people and not to put ideas in your mind, but help you focus on the ideas and bring it to closure. These are lawyers; we have people from Native American Rights Fund; we have people from John MacDonald's office, Eddie Brown's office, from other Federal agencies, the Department of Labor, Indian Health Service. All of these Federal agencies have come together to offer us support people for this conference. We couldn't have done it if we had to pay these kinds of people -- I'm talking, as I said, well over a hundred.

I will leave you with this. After I was frustrated for three years or longer with Indian education, and others have been likewise, and we tried all kinds of solutions -- I leave you with the words of Churchill who said, "Americans are great people; they will always do the right thing after they've exhausted all other possibilities." We've exhausted the possibilities, let's do the right thing! Meeting adjourned.



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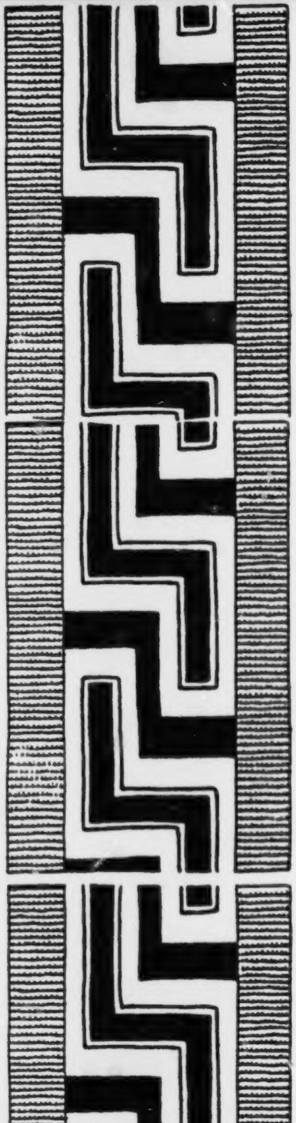
# MAJOR PRESENTATIONS

## CHAPTER FIVE

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION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**MANUEL LUJAN, JR.**
SECRETARY
UNITED STATES DEPARTMENT OF THE INTERIOR

**DR. LAMAR ALEXANDER**
SECRETARY
UNITED STATES DEPARTMENT OF EDUCATION

**DANIEL INOUYE**
UNITED STATES SENATOR, HAWAII
CHAIRMAN, SELECT COMMITTEE ON INDIAN AFFAIRS

**PETERSON ZAH**
PRESIDENT
NAVAJO NATION

# Major Presentation of Manuel Lujan Jr. Secretary, United States Department of the Interior

**Ms. Garcia**: I have the distinct pleasure of introducing someone who I just recently met over the last year when I was working with the BIA Reorganization Task Force. I think we had a perfect combination when they brought two people from the Southwest together, but I guess I'm kind of partial to that.

I really feel that the leadership of the Secretary of the Interior, Manuel Lujan, has laid out for Indian Country is based on a commitment and comes from the heart, and has been shown in action and not just in words and a verbal conversation. I think his efforts as head of our Reorganization Task Force, the commitment that he has made from his own staffing and the people that he's allowed to participate in the forums and consultation with the tribes carries his action forward. I would like to personally recognize him for that.

I was also presented with a biography of the Secretary, and I want to ask him one question: "What haven't you done?" I would like to recognize some of those accomplishments, and they have been many. He does have a tough role to play. He deals with a number of agencies within the Department of Interior, and it is a hard job -- when you look at the tribal drive that is out there now -- promoting economic development, and Indian education for the United States.

Those are two tough roles to really combine without having too many barriers that would exist or that have been identified in the process. He has been very instrumental in helping us move things forward; he's been very supportive of our efforts, to date. We're very fortunate to have someone in his capacity as Secretary of Interior to provide that leadership for us.

At this time I would like to introduce the Honorable Secretary Lujan.

**Secretary Lujan**: I have my own cheering section from New Mexico over here! Thank you, all of you. It really is a pleasure to join you for this White House Conference on Indian Education. I don't think there is anything more important that any one of us could be doing today or any other day than the education of our children. So, I want to thank all of you for your personal commitment in improving those educational opportunities for our Indian and Alaska Native children.

I am glad to let you know also that we've made some significant progress already towards this end, and we have every indication that we will satisfy our future expectations. Interest in this issue today and the success of all of those regional education summits that we have really show the dedication both the Indian Community and this Administration have to promote excellence in education.

Almost three years ago when I became Secretary of the Interior, I recognized both the tribal trust responsibilities to Native Americans and our duty to promote education. Those two were the department's critical missions. I think it's easier with a conference like this because I'm convinced that we can fulfill these two fundamental duties by concentrating, by improving Indian education. That's how important that I think the work we're doing here today is.

How we provide for our children today will have the most enduring impact on the future of Native Americans -- far more than any other actions that we might take. President Bush

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made a statement about that. He said, "Education is the one investment that means more for our uture becuase it means the most for our children." You wouldn't be here at this conference today if you didn't agree with that; I know I certainly wouldn't be here if I didn't agee with that.

So, we'll follow the President's America 2000 education goals. Native Americans must at lease match or exceed those national goals that the President has set orth. I've worked, of course, with Secretary of Education, Lamar Alexander, to include the Native American schools in his efforts, including the Innovative Schools Program. I hope that we can integrate some of our BIA schools into that program.

As you know, there are six national education goals. One is that by the year 2000 all children in American will be ready to learn, and we mus define that. We must define what that means. We were having that specific convesation here at the table just a few minutes age--let's move ahead and decide what it is. I don't mean setting national sandards for it, but a least guidelines that we should have.

The second thing is that by the year 2000 we'll increase the percentage of students graduating from high school to at least 90%, and by the year 2000 American students will demonstrate a competency in such subject matters as science, math and geography. By the year 2000 American students will be first in the world in science and mathematics achievements. By the year 2000 every adult in America will be literate and will possess the knowledge and the skills necessary to compete in global economy and, of course to exercise their responsibilities as citizens. And finally, by the year 2000 every school in America will be free of drugs and violence and offer a disciplined environment -- an environment where our children can learn.

We used to think of the year 2000 as something way, way away someplace, that maybe we would make it there and maybe we would not. But, now it's not too far away, just a few years away, eight years away to be precise. So, we have an ambitious agenda, but, if we're going to meet that ambitious agenda, the time is now to build the foundations for reaching those goals. We can be proud of the process we've already made towards building a better and brighter future for our Indian children. The success is due to the hare work and the dedication of thousands of people from around the nation. I believe that we can take satisfaction in the direction that Indian education is heading.

I will tell you right up front that I don't subscribe to the idea of throwing money at all the problems, but I will also tell you that I do believe in wisely investing financial resources where the rewards are certain. I think education is one of those areas. Education financing continues to be on the rise in the Office of Indian Education Programs; we will far exceed $300 million in Indian education this year. Academic proiciency is also on the rise. Many, many scores of Indian students taking the Chalfornia Achievement Test have steadily increased; they have increated over 10% between 1986 and 1990, and I think that's a good direction in where we should be pointing.

We have sought opinions on what works and what needs to work better in our educational pursuit, and based on that information we developed long-term initiatives and programs toward achieving that excellence in education. We learned, for example, that the parents must serve as the primary teacher right from thhe very beginning. And so, we originated the Early Childhood Parental Involvement Program serving the families and, of course, the pre-schoolers so that children can start school ready to learn. We must nurture that intellectual social and emotional development in children if we ae going to have them ready to learn by the time they start school.

Innovation, or in the way of innovative recruitment and retention programs, training and counseling -- all of those things better prepare our teachers and administrators to meet the needs of our Indian children. Last year, nearly four hundred teachers received special training in that area, and this year we'll expect to trail an additional five hundred.

As of the fall of 1991 the number of students enrolled in gifted and talented programs rose by about a third in that two-year program. In that same period of time we also increased our services to students in need of special education. In my home State of New Mexico, through an agreement with the Department of Energy and Los Alamos National Laboratory, scientists are contributing their knowledge and their expertise in twenty-nine of our schools, and I applaud them for doing that, and I thank them for getting involved in helpling us. To ensure an environment that is conducive to education. Alcohol and substance abuse prevention education and counseling programs are operating in every one of our elementary and secondary schools.

Finally, we are using advanced technologies to augment the quality and the efficiency of our Indian Schools. An electronic telecommunications system links our classrooms, and a computerized database tracks the success of our schools, and tells us if those schools are meeting the academic standards or if they're not.

So, in concert with improvements and academic achievements we have initiated management changes as well. These changes provide more control over education programs at the local level. Through that local control of the budget and the facilities and programs, our schools become more responsive to the needs of our students. These programs and initiatives, I will tell you, are producing solid results in advancing the cause of Indian education. Government action has had, and will continue to have, positive impact. But, academic achievements are not solely the concern of the Federal government. It is a shared responsibility -- a responsibility that we all must take upon ourselves and do something about it.

Community support for educational excellence translates directly into better academic performance. Tribes and communities and parents all must become an integral part of the extended education program. I join President Bush in urging communities to make apersonal commitment to reach the six major education goals by becoming America 2000 communities. We don't claim to have all the answers here in Washington -- we've never claimed that. Look within yourselves, and within your communities to find ways to meet these targets. The Choctaw Tribe of Mississippi, for example, has instituted Choctaw 2000 which is a community effort to realize the full academic potential of their young people. I found out that a Santa Fe school is embracing the parents' educational objective and is becoming an America 2000 community. I urge all of you to do that because it's important for the future of our children.

Tpm very proud of our own sceedsses, but our influence over the course of Indian education -- I will tell you very frankly -- is limited, although our BIA schools and programs are good and getting better. You know, 90% of Indian education takes place in America's public schools. We only have about 10% of our children in our BIA schools. The future of Indian education, therefore, is linked with a much broader national education trend. We're truly in this together, all of us. We all have an interest in promoting educational standards and achievements nationwide. For the overwhelming majority of Indian children, the prevailing conditions in America's public schools will determine their academic success. The jobs of the future, I'm here to tell you, will require employees with much greater skills. The line between success and failure, both on the personal level and on the global scale, will be determined by who is educated and who is not. So, it's clearly in the national interest and, of cours, in our own personal interest and in the personal interest of each one of those children, to continue to develop a skilled work force capable of keeping America competitive.

Now, looking back over the record of Indian education, I'm mindful of the many obstacles Native Americans have to overcome. I also realize the challenges which lie ahead of us. Man is unique among creatures of the world, we can shape our own destiny. That's what makes us different, and that's what makes us unique. We must not squander that blessing that God has given us. Let the legacy of our eforts be one of unlimited educational opportunities for Indian children and for academic achievements which are second to none.

So, I want to thank everyoone who's helped make this conference on Indian Education so successful. I look forward to continuing to work with you today and tomorrow and, of course, in the future in following through on the recommendation that come out of this conference. We must promote the best quality of education for all of our children, but especially because that is our immediate responsibility: the education of our Indian children throughout this country.

So again, let me say thankyou to all of you. Thank you for participating, thank you for caring, thank you for being here. I hope from this conference we weil go away with the tools necessary so that when the year 2000 comes about we will be able to say that our kids in our schools are getting the best education that anyone can get anywhere in the world. Thank you very much.

# Major Presentation of Dr. Lamar Alexander Secretary, United States Department of Education

**Mr. Bordeaux**: I've been asked to introduce Dr. Alexander. I am really thankful and pleased that we have a man of the stature of the Mr. Secretary here with us. I know in the times that I've been coming to Washington, D.C. for any number of purposes, we have always had an excellent relationship with the Secretary of Education. Going back to the time when the Tribally-Controlled Community College bill was up for initial authorization, unfortunately we had difficulties at times from our own lead agency in support of that proposed legislation. However, the Commissioner of Education at the time, Dr. Ernest Boyer, stepped forward and provided the support of the Office of Indian Education, and testified on behalf of the tribal colleges. I've always been appreciative of the Secretary's office for extending themselves to us.

Lamar Alexander was, on January 22, 1991, nominated by President Bush as the U.S. Secretary of Education. He was unanimously confirmed by the Senate on March 14, 1991. Immediately before taking office, Secretary Alexander was President of the University of Tennessee, a position he had held since July of 1988. He served as Governor of Tennessee from 1979 to 1987. He was Chairman of the National Governors Association. He led the fifty state education survey, Time for Results. In 1988 the Education Commission of the States gave him the James Bryant Conant Award for distinguished national leadership in education.

He is a Phi Beta Kappa graduate of Vanderbilt University, and was a Law Review editor at New York University. He was born July 3, 1940. He and his wife, Honey, have four children: Jude, 21; Leslie, 19; Katherine, 17; and Will, 12. I give you Lamar Alexander.

**Dr. Alexander**: Thank you, Lionel. Distinguished ladies and gentlemen, thank you for inviting me and thank you for being here.

We've been looking forward to this day, Bill Demmert and Terrell Bell visited with me and Jack McDonald a few weeks ago, and we talked about the Task Force Indian Nations At Risk Report. We talked about this conference. We talked about this day and what we usefully could do and could talk about. We were excited to learn of how much the Task Force Indian Nations At Risk and the Conference in terms of your goals have to do with the national education goals and how much similarity there is, even though you have put your own stamp on those with the Task Force Indian Nations At Risk Report.

I would like to talk about America 2000, about American Indians and Alaska Natives, and where we're going to go between now and the end of this decade as we move into the new millennium. But first, I would like to do something that gives me a great deal of pleasure, and I think that it will give you a good deal of pleasure. I would like to make an introduction and an announcement. As you may remember, in 1988 President Bush talked about a thousand points of light. He was trying to think of a way to symbolize the way America really works. Government can help, but so much of what happens, happens when individuals on their own -- usually without a lot of notoriety, not much fame -- go about helping themselves and especially helping other people. So, the President has very quietly begun to identify such persons across this country, and so far he has designated six hundred and seventy-five Americans as a daily point of light.

It is my honor today, on behalf of the President of the United States, to announce that Mr. Leroy Shingoitewa will be the six hundred and seventy-sixth daily point of light for this country. I would like to ask him to come forward and let me present him with a letter. [Applause]. Leroy, it seems like you don't need much of an introduction to this crew, but you know how important education is to the next generation of the Hopi Tribe and that's why you're Principal of the Village Elementary and a member of the Tuba City School Board. And, you also know that children spend 9% of their time between birth and age eighteen in school. And, that's why it's so important for those of us in the community to help outside the school. To help, Leroy cofounded the Coalition for Parents for Education, a program to get parents more involved in education in his community.

He devotes much of his time outside the school to travel throughout the reservation to talk with parents about their children's academic interests, about their needs, about their progress, and how the family can be more involved with the life of the school. He also spends a great deal of time doing one of the most important things he can do, and that's being a good friend and a good mentor to the children in his community. And, since knowing about heritage and roots, where you came from, and what is important is an important part of any community's future, he makes sure the children learn about the tribe's native language and traditions.

For all that you do, and for all that you do within your community it is my pleasure to read to you this letter:

> Dear Mr. Shingoitewa:
>
> I was delighted to learn of your outstanding work on behalf of your community. Your generosity and willingness to serve others merits the highest praise. I am pleased to recognize you as the Six Hundred and Seventy-sixth Daily Point of Light. Since taking office as President, I've urged all Americans to make community service central to their lives and work. Judging by your active engagement in helping others, it is clear that you understand this. We must not allow ourselves to be measured by the sum of our possessions or the size of our bank accounts. The true measure of any individual is found in the way that he or she treats others, and the person who regards others with love, respect and charity holds a priceless treasure in his heart.
>
> And with that in mind, I've often noted that from now on in America any definition of a successful life must include serving others. You efforts provide a shining example of this standard. Barbara joins me in congratulating you and in sending you our warm best wishes for the future. May God bless you always.
>
> Sincerely, George Bush.

**Mr. Shingoitewa**: On behalf of all Indian people -- the Hopi Tribe, the Navajo Tribe, I accept this award and feel very proud that we as Indian people will have a place in this country. Though sometimes we feel that we may be neglected in a lot of areas, I still believe that we are very fortunate to live in a country of our own.

I want to thank several people for this award, and I think for many years people have always talked about the Navajo and Hopi disagreements. But, there are two people from the Navajo Tribe to whom I wanted to express appreciation because it is through them that this recognition comes. About three months ago I was given an award in Chicago through the Supermarkets Communications, Inc., and two individuals from a store in Tuba City submitted my name without my knowledge: Ms. Mary Worker and Mr. Perry Robbins.

Many times as we deal with our own people, and we look at those things that we try to do, we never know whether we've been looked at to see what we're doing. When we receive awards like this there are so many people in our lives that have influenced us. I want to express my appreciation to my mother and my father. My Dad, Sam is 84 and my Mom is 74. It is their example of being Hopi and being Native American that I am who I am. I express thanks to my family, my wife and my five kids and my six grandchildren. I do what I do because I'm Indian; I do what I do because I'm Hopi. And on behalf of all of you who are my friends, I accept this award. Thank you very much.

**Dr. Alexander**: A few years ago when I was still Governor of Tennessee, I noticed in the list of invitations what I considered to be a very important event. I wanted to make sure I was there. I knew something about why it was an important event, but the truth was I wanted to learn more about it, I was intrigued with it so I went. It occurred in Red Clay, Tennessee and it was the bringing together of the Eastern/Western Tribes of the Cherokee. I guess for the first time in a long, long time they came back together to celebrate that historic place from which people had been gone only a few generations. Ross Swimmer was there, Wilma Mankiller was there, as I recall it was a great day. It was a great day of learning, and the state had taken time then, and I hope is still doing it to make sure that, that's a place not just that Cherokees can visit, but that all of us can visit and learn about that part of our history and our past.

As a boy growing up in the Tennessee mountains, I learned to admire the Cherokees and other Native Americans who were there before. I visited Cherokee, North Carolina, heard stories and learned a great deal. I was talking about that just the other day with a woman named Wilma Dykeman, who is the Tennessee State

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Historian and is working on a book about Sequoia, a famous American, and a man who did something that Wilma Dykeman says (so far as she can tell) no one is history ever did in quite the same way. Surely, all of you may know the story. He took an oral language, translated it into a sort of alphabet -- at least it was enough of an alphabet that everyone who lived in that tribe could learn within a few weeks and learn to write. She says that no one ever in her study of history has ever done that in quite the same way.

The story of Sequoia, the story of Red Clay in the part of the world where I come from, and the hundreds of stories of American Indians/Native Alaskans are a very important part of this nation's heritage, and a part of which we should all be more aware. At the time I went to Red Clay we were engaged in Tennessee in a thing called "Tennessee Homecoming '86." I encouraged everyone in our state to become involved in that in 1983 when I was re-elected as Governor, and there was a great yawn across the state. I remember explaining it to some members of the Legislature in advance in a way that I thought they would be the most likely to understand it and support it, and one of them literally went to sleep in my office as I was explaining it to them because it wasn't going to be front page news, didn't involve government money, couldn't be explained in seven seconds, and therefore, by today's definition, wasn't important. What it was was to challenge every single community in our state to, number one, look at their roots; number two, find something to celebrate; number three, create a day of celebration; and, number four, invite everybody who ever lived there to come home and help celebrate it.

Well, after the yawns came the questions -- what do you want us to do? And we would say, "Well, that's up to you." Well, that threw people off because they're used to the government telling them what to do. Second, is there any government money to do it? The answer was "no." Well, that really threw them off because nothing is important unless it has government money attached to it and a set of directions to order you to do something. And three, after awhile people begin to say, "Well, we'll get together in Centerville, Tennessee, for example, and we'll look at what is important here -- find something to celebrate."

Well, Centerville happens to be the home of Minnie Pearl, the famous country music star so that wasn't hard to find something to celebrate in Centerville, but they found a lot more to celebrate. The older men would tell stories to the younger men about why the communities in that county where Centerville is had such strange names and what the names meant and where they came from, or why the railroad track came through in the way that it did, and what was the importance of that. And, the older women would show the younger girls how to quilt and how to do a number of things that they'd been interested in before but hadn't taken the time to do.

Alex Haley, who is a Tennessean, joined Minnie Pearl as the Co-Chairman of "Tennessee Homecoming '86," and I remember Alex Haley telling about how he learned the stories that became the book Roots, which he wrote. He was sitting at the feet of his great-aunts in their hot Western Tennessee town called Henning as they rocked on the porch late in the evening and told the stories they'd heard from their mothers and their fathers and then their great-aunts and great uncles. And it was those words, those stories that led him to his research and all the way back to Gambia which was where his seventh-chain ancestor came from. He could describe those stories much more eloquently than I. One of the aunts was a great markswoman. He said that she could knock a firefly out of the air from twenty feet with tobacco spit. That was back before television when everybody talked to each other! I guess that was better entertainment than MTV -- watching the great-aunt knock those fireflies out of the air!

This community movement, community-by-community (and we defined a community as anything that was a place where people lived that had a name) consisted of people looking at what was important, finding something to celebrate and inviting everybody back to help celebrate it in the year 1986 got completely out of control. People found that they had an enormous amount to celebrate, a lot to be proud of, a great deal that they'd forgotten, and in the process of doing that they found what happened to them was what always happens to people when they look at such questions as, "Well, what is important to us? Why do we have to celebrate? Where did we come from?" You have a better sense of yourself as a community, a better sense of yourself as a person, you have clear goals for the future, and you get on with life. There is nothing much worse to be around than a person who has no sense of where they came from or what is important to them. They are grumpy and unpleasant, and it's better to move on to the next table. And it's more fun to be around people who have a good sense of their background, where they came from or where they're going.

That is why Wilma Dykeman, the historian in Tennessee, talking with me a few weeks ago said that she thought one of the real tragedies, and I remember talking about this in our family when I was growing up, was that in many of the first Cherokee schools that many of the families thought they shouldn't learn the language or shouldn't learn the traditions. And, we agreed that was wrong, that that was not the right way for Native Americans or for Scottish/Irish Americans or for Afro/Americans or for any Americans to be because a part of our living is the celebration of where we came from, our traditions, our languages, our culture. It helps us to be better Americans, in fact, because that is the idea of this country: a bringing together not a people who have forgotten who they are, but a people who know who they are and why they live here, and what is important, therefore, about the bringing together of all different kinds of people.

That has a lot to do with what we're doing in education these days because if you will notice America 2000, the President's strategy to help move our country toward the six national education goals, is not a set of orders from Washington or a federal program. It is a movement to mobilize America community-by-community, to look at itself, to look at its schools, to look at its responsibilities, to set goals, to make those goals their own goals and to get on with it.

That is what the Choctaw Tribal Council is doing in Mississippi with *Choctaw 2000*. We're very proud of that. The Steering Committee consists of representatives from each of the six schools within the Choctaw community. Willa Brantley is co-chair of it. There are several people here who are involved with it. Phil Martin is here. Why doesn't everyone involved in *Choctaw 2000* stand. Would you please stand and let us recognize what you're doing. I'm going to make an example of you here.

They're doing what we are hoping every community in America will do which is to recognize that the world has changed, and that we're going to have to change our attitudes toward our education system and put a higher priority on our children or we're not going to have the kind of country that we want our country to be by the year 2000. It is not written down anywhere that I can find in any religion, in any law that the United States of America and the people who live in this country have a right to fifteen or twenty percent of the world's wealth. We are competing for it with people around the world who are born like we are, who have brains like we have, and if they work hard and understand what they are doing, they have just as much right to compete for it, too.

And that is what *America 2000* is about: children arriving at school ready to learn. Ninety percent graduation rate in the high schools -- that's Goal Two. All children learning to high world-class standards in at least math, science, history, English and geography -- that's Goal Three. Children in the Choctaw Tribal Council or in Nashville, Tennessee or anywhere in America learning math, first in the world. Adults, trained and ready for the work force -- Goal Five. Drug-free, violence-free schools -- Goal Six. That's what *America* 2000 is about.

In the area where I grew up there is Cousin Hazel. Cousin Hazel is in our family, and you may have people like this in your family. She's our genealogist. She's a self-appointed genealogist. We all gave her about twenty dollars a few years ago and never expected to see anything, but this year out came our family history. And so, we all got this thick red book. It told about where my grandfather went to school at the foothills of the Great Smokey Mountains. First they built a church, then they built a school and hired somebody to teach it. The school was open three months a year, but the children could usually only be spared for six weeks. I guess that was the growing season in the summer. They learned reading, writing and arithmetic to about the fourth grade level. That was my grandfather's school.

My father, when he grew up, was moved into Maryville, a town of about seven thousand, so he could go to a better school system. It has the highest achievement scores of any school in the state. But, there is an ending to this story because just down the road from the Maryville schools that my father and I attended is a high school especially opened for Japanese children in this country. We have American schools around the world, I suppose it's not unusual that there would be Japanese schools in this country, although I think that's the first such high school. At that school, children go 240 days a year compared to the 180 days a year in Maryville High School where I went. They learn in three years in the Japanese high school what we would learn in four today at our school.

The world has changed. The standards are higher. Children are growing up differently, all of you know that, in every family. This isn't the Ozzie and Harriet Generation, we live in a fantasy world sometime about what our family life is really like. And, the schools were organized to fit the family and they should be reorganized to fit the family. We let children off in the afternoon at 3:30 to an empty house and wonder why they get in trouble. We let teachers off in the summer to bring in the crops and there are no crops to bring in. And, children who need extra help in the summer, or who for one reason or another want to get ahead don't have that opportunity. Every teacher in special education knows that the child who needs extra help loses something in the summer when there's no opportunity there. That is why it makes no sense at all for our schools to be closed when children want to get in and parents want to get in.

So, our standards have changed, our children are growing up differently, the schools were designed for another time and, in fact, grown-ups need to go back to school. Now, how do we do something about all of that? Well, Washington can help. President Bush this week announced the largest increase ever in the Head Start Program -- that's one of the goals of the Task Force that is reporting here, to help children be ready for school. But, that alone won't do the job because families who love children who are young, who bring children into the world healthy, who read to children and respect them are even more important than a powerful and important program like Head Start.

The Senate is considering legislation today, and is agreeing on some of it, that will give teachers in the classrooms more flexibility; that will help communities (including your communities) create break-the-mold schools that help children the way children are growing up today; that create world-class standards at American achievement test that you can use in your community that hopefully give families more choices of schools. Those would be real steps forward if they are passed. But, in the end, almost all the action in American education is local: family, home, church, community, school -- that is where the results will be.

That is why I am delighted with the ten goals of the White House Conference of Indian Education and the Task Force that has reported that has to do with Indian Nations At-Risk; that's why I am glad that you are gathered together here to think about your heritage, your future, the important role of education. What I would pledge to you, your leadership and all of you from across the country, is that we will continue to work for radical change in American education, that we will continue to encourage the valuing of language, tradition and culture for any American community as a part of education, that we will work to recognize as we are with *Choctaw 2000* and the efforts that you are making in being a part of *America 2000*; and, that we will seek to work in everything that the President does to seek the kind of radical change in our attitudes toward our education system and in our attitudes toward education itself -- to put a high priority on children so America can be the kind of country that we all want it to be by the year 2000.

I was in Darien, New Hampshire about a month ago and saw an example of this. The community there was working on a new American school. "What is one of those," people asked me. Well, it's what-ever you decide it should be to reach these goals in your own community. They decided to open the school all year long. They were looking at what was important in their home town and their tradition, and reminded themselves of Alan B. Shepard, the astronaut, who grew up there. So, they are creating an Alan B. Shepard School of Math and Science for that extra time when children are usually out of school. They are making families use that, they are offering choices. We put them in touch with NASA, who is going to help them do that. And, they are thinking, too, about parent's responsibility so they are opening the schools at night for parents so they can learn to be better parents, and so that they can learn and continue to educate themselves. And, they are encouraging other schools in the area to open themselves all year and offer other subjects other than math in the extra time, English, the performing arts, or a different language, whatever might be important.

The object of that community is that the children there will have an entire menu of educational opportunities, that the family will be involved, and they will be making maximum use of their talents, their traditions and their assets. If someone from Washington came in to Darien, New Hampshire and told them to do that, they would rebel. They wouldn't do it in a minute, and neither would you. But, *America 2000* gives you an opportunity to decide that for yourselves, to

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build on your own traditions, and to help your children, all American children to reach the goals that we have for the year 2000.

Thank you for being here, and thank you for being a part of *America 2000*.

# Major Presentation of United States Senator Daniel Inouye Chairman, Senate Select Committee on Indian Affairs

Although several Select Committee staff people have attended and monitored the proceedings of this Conference, I must confess to having just returned from a trip abroad, and that I am not fully aware or acquainted with what has transpired over the last two days. Therefore, my remarks may be redundant or not in keeping with your thoughts.

Five years ago, I made my first address before an all-Native American audience. On that occasion, I suggested that of all the matters considered by the Select Committee, in my mind, sovereignty was the most important.

Because without sovereignty, the Select Committee would have no reason to exist. It is your sovereignty that makes you different from other Americans.

It is your presence on this continent before the coming of any European that makes you unique and different from other Americans.

It is the special relationship between the Government of the United States and your respected Indian Nations that make you different than other Americans.

The eight hundred treaties that were entered into by the Presidents of the United States and the Leaders of great Indian Nations make you different from other Americans.

All of this exists under the umbrella of Indian sovereignty. Because without this sovereignty, then we should all seriously consider the statement that President Reagan made in Moscow, "Why don't you come join us, and become part of America?"

Secondly, I have always maintained that the agenda of the Select Committee was one that was conceived, discussed and approved by Indian country.

The Committee exists to serve as an advocate of Native American aspirations and goals.

It exists because many Americans believe that morally, legally, and constitutionally, America has the responsibility and the obligation to strengthen and enhance the sovereignty of Indian people.

However, if it should be the wish of Indian country to set aside their sovereignty and accept the invitation of President Reagan to leave their reservations and join the mainstream, then so be it.

But the strong message I receive from Indian country is that they want their uniqueness to be respected, their sovereignty recognized and strengthened.

I have attended fifteen tribal leaders forums over the past two years, and in each one, the prime concern on the agenda has been sovereignty.

That is why we are advancing protections for Native American religion. That is why repatriation is so important -- Because it is part of the culture.

That is why we have pressed for the National Museum of the American Indian, in order to demonstrate to young Indians and Americans generally, the great glories of Indians past and present.

That is why we have established a system to train lawyers and judges who are knowledgeable and respectful of Indian law.

That is why we have amended the Self-Determination Act to strengthen tribal sovereignty.

And that is why I have raised the issue, once again, that has been discussed in Indian country for the past twenty years -- The idea of an American Indian University.

And as long as I am Chairman of the Select Committee, I will do everything possible to assure that the Congress of the United States will continue to honor this sovereignty.

Having said this, I believe it follows that in discussing Indian education, one cannot automatically impose American's educational program upon Indian country.

The education program must recognize tribal sovereignty, it must recognize the uniqueness of Indian people, and it must recognize the historic role of the Indian Nations in the evolution of America.

Indian education must include studies of Indian religions, Indian history, Indian culture, and Indian traditions.

And it must also provide training and resources to meet some of the unique needs of Indian country.

For example, throughout my visits in Indian country, I have always visited clinics, and I can recall only a few clinics that were under the supervision of Native American Doctors.

These experiences prompt me to ask, "Why don't we have more Indian doctors, Indian nurses, or Indian dentists? Why do we always have to have non-Indian factory mangers?

Let's not use the American mold prepared by people in Washington, D.C. and try to fit the Indian child into that mold.

If a mold has to be made, Indian country should make that mold.

That is why I think this Conference was formed.

Not just to once again repeat that litany of shortcomings -- The number of dropouts, the small number of those proceeding on to higher education disciplines, the low scores in science and math. We know that, we don't need another Presidential Commission to tell us that.

I believe that the charge of this Conference is to recommend an educational system that is tailored to Indian country -- By Indian people -- to serve the needs of Indian communities and Indian students of all ages.

This Conference will bring it all together. We will sharpen the minds and marshal the resources to assure that the succeeding generations will be prepared to assume that mantle of leadership and lead their people to the heights that were prophesied by the ancient ones.

The elders said, "This land is yours and you are the trustees of this mother earth."

In order to be the grand trustee, you must be ready to assume your responsibilities, within the context of sovereignty.

Once you have completed your work, I stand ready to receive your marching orders.

# Major Presentation of Peterson Zah President, Navajo Nation

**Mr. Martin**: I would like to introduce our guest speaker for today. As I travelled the country and attended the various state conferences, I've had an opportunity to meet many tribal leaders both in the field of education and in tribal government. I was delighted to attend the pre-White House Conference that was held in Flagstaff by the Navajo Nation, and I sat on the dias with President Zah. As I watched the dynamics of what the Navajo Nation was doing with education, I was very much interested in following an Indian tribal governmental process as it looked at very serious considerations of policy development for its own community.

I was very much impressed with the process that I saw in Navajo Country. When I sat on the on the dias with President Zah, I saw him offer an initiative as President of the Navajo Nation. It was an initiative that challenged his people with reasonable and responsible goals that were and are accomplishable. The goals very clearly were those that could be implemented by the communities themselves.

It was that leadership that I saw that I wanted to be on display here today because there is a larger audience than just us in this room and our own tribal governments. It is important for this country to see the positives that exist in Indian Country, the leadership that exists in Indian Country, and strong tribal government.

It was with that in mind that I asked President Zah to be the main speaker for today, and I was delighted that he accepted. It is with a great deal of pleasure and a great deal of respect that I introduce President Zah.

**President Zah**: Thank you, Buck. Navajo Delegation and all of the leadership from across Indian Country that we have in this hall: I want to say a few words to the delegation from the Navajo in the best language in which I know to communicate.

[Navajo language].

I know that Kevin Costner can't interpret this. I know that because the Japanese couldn't do it, the Germans couldn't do it! The Navajo language, people tell me, is a hard language to learn, and I disagree with them. It is an easy language to learn for the Navajo people.

I was told the other day when I came here that through the efforts of Senator John McCain, the Navajo Code Talkers are going to be honored over at the Pentagon through a display of the work of the Navajo Nation Code Talkers and the contribution that they made to this country. [Applause]. We are proud of that, both Mr. Plummer and I, because we know that a Navajo land is something that we are trying to save. Our spirit tells us, that if the Navajo land, that was able to do all of these things, if the Navajo land which enables us to communicate well among our people, and then if it was used in the manner that it was, then why not save it? Why not teach it in schools? Why not let the young ones learn and be able to continue that?

My fellow Delegates, long before 1492, long before the birth of Christ, this was and still is the land of the Indian people because our birthright is here, our heritage is here, and the spirit of our ancestors is here. Most importantly, Mother Earth is still here and the Father Sky is still here. Long before New York City, Chicago, San Francisco this land and the Indian people were here, each tribe with a name and a land in which a culture existed. Each river, each mountain, each valley -- they were all sacred. Whether it was human, five-fingered, different tongues, we had a universal language, and that universal language among all the Indian people was to have a respect for one another: to have a respect for each other's culture, lifestyle; and to have a respect for all of the people that live on this planet.

Today we will be leaving this hall and town so that we can go back to our people and tell them about some of the things that took place here. I hope that each and every one of us will be a messenger in that sense where we can discuss with young people and elderly some of the basic things that are so important in the area of education. I hope that all of you, in that process, return to your land safely and be able to advance some of the things that we've been talking about in the last several days.

We all came here this week because we are concerned about the state of education with the American Indians. We came here for that one special child that we know back home; we came here hoping to gain one voice and to beat one drum and to sing one song. That, to me, was our purpose, and I think we have accomplished that. We have accomplished that because as I listen to the people here participating, I felt that you were very generous with your thoughts and your experience back home, and you shared many of those experiences with us to learn. That, to me, is Indian life and that is what our elders have been trying to teach us for all these years.

On the Navajo, we signed a treaty of 1868 -- two sovereigns talking to one another. Back in 1868, as a result of that treaty, the war stopped between the two nations. The Navajo said that maybe we should sign this treaty because there are some provisions in the treaty that we like. One of the things that the Navajo people liked about the treaty was the idea of receiving education. As they looked at themselves, there were many Navajo children. Children to us and children to the American Indian are sacred. They are God's gift to each and every one of us. Therefore, the Navajo people said let us sign this treaty, go back to our land and let us continue to live in a peaceful way and then let us cooperate with all the other Indian people, human beings, United States government.

In the treaty was a provision that said for every thirty Navajo children there will be a teacher and a classroom, that those should be delivered in a ten-year period. Well, like within the other treaties, ten years came and we didn't get what the treaty indicated that we would receive. As a result, we had to file cases in court and it was the federal court that said that the United States government is responsible for the education of Navajo children in perpetuity.

As a result of that treaty, the Navajo people then took upon themselves to do the thing that they could do to provide a quality education across the Navajo Nation. Oh yes, we had problems along the way. However, in 1984 the Navajo people finally came together and they determined that what they really needed on the reservation is an educational policy that takes into consideration the recommendations, the thoughts of Navajo parents with the students participating in the making of that policy. With all of the school administrators and different kinds of schools that we have on our land, the public schools, the contract schools, the boarding schools -- we said, what we really needed was to put these schools together under one roof and then develop a policy.

So, we did. We took it to the Tribal Council, promulgated new rules, and announced a new law. The wishes of the Navajo people were finally put into writing, a statement of principle that we can all support. However, the different kinds of schools that we had on the reservation didn't necessarily buy what the Navajo Nation government wanted the local school districts to do because those local school districts had their allegiance to the state. They had their allegiance to the federal government. So, we now have a situation where we have a policy that is not in force.

I want to very briefly explore with you what the next step is going to be. We have decided -- and I have personally challenged the Navajo people and all of those who work in the area of education, that what we really need to do is to develop a Department of Navajo Education. This would be equivalent to your state department of education in responsibility and authority. If we can create such an entity, what that means then is that all of your monies that are there -- federal monies, federal dollars, state money -- then can be channeled to just one agency, the Navajo Nation Government Department of Education, and then have those funds disbursed to the local school districts across the Navajo Nation. That, to me, spells out "control." It's an expression of self-determination. It's an expression of tribal sovereignty.

In that whole process, we as a nation have also embarked on another task. We know that all of you people who are in this room are constantly looking for our own teachers. Our own Indian teachers have a better appreciation of our culture. We have a better appreciation of our land and our lifestyle. So, we decided that we would do an initiative where we would produce one thousand teachers in the next five years. We are asking Navajo Community College to have a four-year teacher education program, and to take the lead role in that process, and then to have the colleges and universities adjacent to the Navajo Nation come in and share some of their curricula with us. So, when a Navajo person wants to receive a teaching certificate with a degree or wants to get into the job market and become a full-fledged teacher they can begin at Navajo Community College and then have the latitude and the option of being able to go to those other universities. They will follow the same curriculum that Navajo Community College is trying to promote.

To us and to me, that is the way to save Indian education and the Navajo language. Navajo people are looking for jobs, but they are not trained to take a lot of these jobs that we have available on our land. We have six thousand teaching positions that are open right now, available to the Navajo people. However, there are only one thousand Navajo teachers. The rest of those positions are being occupied by non-Indians.

In our Department of Education initiative I had told my friends who are in the area of education that we don't just want to model ourselves after the system that is out there. That system has already failed America. The educational system that we have out there failed American children. So, why should we model our Indian education after a failing system? I hope that one of those things that we can do, after we get out of this conference, is to agree that we will as each Indian Nation in this hall, go back and develop our own educational institution that would truly be Indian and would truly be (in our case) Navajo. That, to me, is something that each and every one of us wants to develop.

Local control is a concept that every school board member in America knows. The continuance of a culture is a concept that every society knows. The Navajo people are no different, and we believe that we must take control of our education to achieve our dreams and to be able to do what we want to do as a nation.

As a result, we want to be able to become a self-sustaining Nation willing to do what is risky, in some cases, and I think that is something that we are all lacking amongst our Indian Nations. To help this process of nation building, we signed several weeks ago an agreement with all of the states surrounding the Navajo Nation. The governors from New Mexico, Arizona and Utah came to the Navajo Nation. We sat down with them and explained that we wanted to have an intergovernmental agreement with them. So, when the Navajo Nation decides to do certain things we want support from the state.

There are a lot of monies, energy, and resources that go into lawsuits. Sometimes the State of Arizona fights with the Navajo Nation in legal battles in federal courts. That is a waste of money. So, we called on the three governors and asked them to sign an agreement with us. The same people that voted for those governors are the same people that voted for me. Those voters didn't want to put us both in office so that we could fight. No, they want solutions, they want answers and they're looking for answers. That's why we entered into an agreement with the state governors whereby if there's any dispute or controversy over jurisdiction or delivery of services, the obligation that we all have as heads of those sovereign entities is for us to sit down and be able to iron those out like good, reasonable people at a table, discussing solutions. We want to use that agreement to bring on the Navajo Department of Education. All of those states aren't really going to support everything that the Navajo people want and need. Control comes with money. Through that agreement we believe that we can do what we want to do.

I've been around the halls; I talked to many of you; I went to these discussion groups. One of the things that I'm a little disappointed about I want to share with you. As all of you know, President Bush has reaffirmed the government-to-government policy between the United States and Indian Nations. We thank you for issuing this statement, but I am personally disappointed. After all, we are meeting in his own back yard. We are here in his name, but where is the President? Imagine, just imagine, the impact that he would have had if he was able to come in here for only ten minutes with all of the press coverage focused on Indian education, the importance of Indian education. I think we are all missing out on that. I'm missing out on that.

I just talked to some people about fifteen minutes ago from the Larry King Live show. They wanted me to go over to Virginia and be taped for tonight's show at 11:00. The subject that they wanted to talk about is using Indian names for all of the professional sports teams. I told them that I didn't want to do that, but what they should really do is come down here and interview some people to get a cross-sectional view about the thing that they wanted to talk about tonight. I hope they're here, and I hope that when we're finished with what we have to do that they are here. For some of you who may be asked by them, you should keep this in mind: when it comes to that issue, the Indian people are asking for dignity, respect. Sure, way back when all of these things were in the beginning stage and when the teams were named, there was pride in what they did. The team owners had pride in their team's name. But, that's not what it is today because you can't control people who are out there on the playing field and the fans that are watching those games. Those people make something else out of those names. That hurts the Indian people.

I want to challenge the American people to re-write history books, the textbooks that our Indian children read and to put in there some positive things about the Indian people and the contributions that we have made to this country. That is something that I believe that the American people really have to look at seriously in order to help this nation come together as a nation.

I know that many of you have been very, very instrumental in this conference. I enjoyed myself, met new friends, old friends, some old ideas, some new ideas. But, I think at the end when we put our final report together -- Senator Inouye told me the other day that he will be waiting for that report, and he wants us -- the Indian people -- to set the agenda for his committee, and they will be ready to take action on those recommendations that we submit. However, he said, this year is going to be a short year because the presidential election will be held this year. It is the Year of the American Indian by federal law. When you go out there into the community with your issues, go to some of those election processes, the meetings that are taking place. Go to some of these presidential caucuses and some of your local and statewide meetings and talk about Indian education; talk about the fact that Columbus didn't discover America, but we discovered him -- he was lost. To me, that's a way of educating the American public and that's the way you raise the conscience of the American people. It makes Daniel Inouye, Pete Domenici, John McCain's work a lot easier if we can have the backing of the American public.

Again, thank you very much. I enjoyed being with you and may God bless each and every one of you. Thank you.

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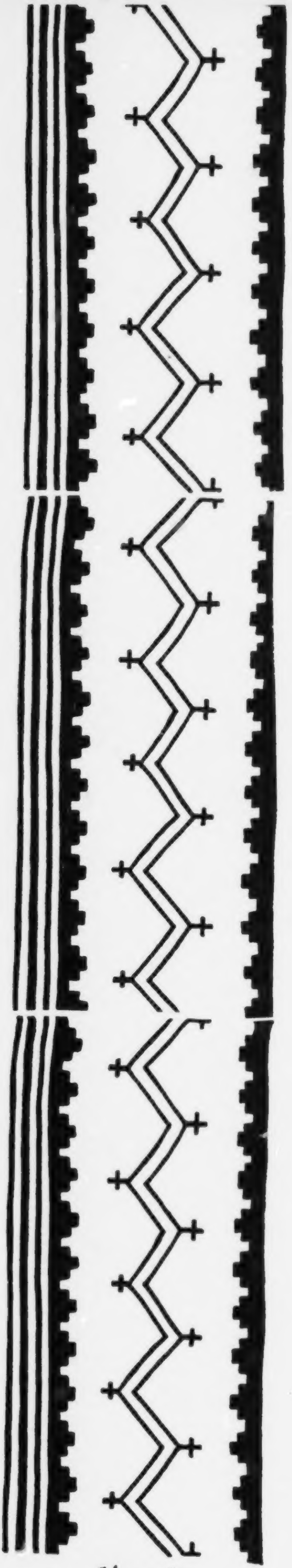


Navajo

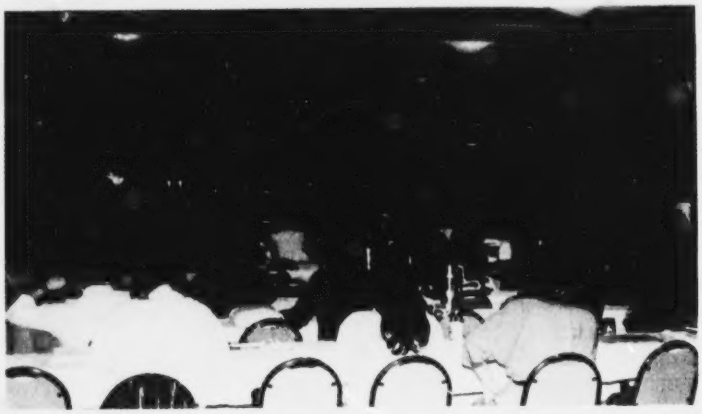
# DELEGATE RESOLUTION ASSEMBLY TRANSCRIPT

## CHAPTER SIX

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

# DELEGATE RESOLUTION ASSEMBLY

JANUARY 24, 1992



**Mr. Martin (TASK FORCE)**: We know that there are a variety of schedules. We know that many of you need to check out of the hotel and so forth. What we wish to do is to establish a quorum and we are going to be passing from my right side a sign-up sheet. We ask that you print your name legibly and then sign it, and then pass it to yo ur right. These sheets will be collected on the left side. This will be the official roster that will establish a quorum that will become a part of the conference report to establish our voting delegates. So, if the voting delegates could please assemble.

**Mr. Bordeaux (SD)**: Good morning. I call the third day of the 1992 White House Conference on Indian Education into session. I would like to ask Governor Gil Vigil of Tesuque Pueblo to come forward for the invocation.

**Governor Vigil (NM)**: Before I give the invocation, I would like to make one statement. Because of the concern that I have for Indian education and for our children I feel that this statement I'm going to make is appropriate at this time.

A year ago -- 1991 -- in January this whole process began, the White House Conference on Indian Education. A national steering committee was created -- some of the people who are sitting up in the front here were involved in this whole process. Locally we got involved, and it took a year of concerted effort to develop something for Indian children. It took a year, and we've come full circle, but I think the work that we have done has just set the stage now. What we have accomplished to this point must not end. I think that we are just beginning to work to ensure the education of Indian children. We need to be united in our effort because we are talking about our future. We need to address it in a way that is not going to split Indian people or Indian Nations, but work together so that the leadership in this nation will listen to us. If we are united as one, we are stronger.

Because of that, this year I have also been appointed to the governorship of my tribe, the Tewa Nation of Tesuque Pueblo. And, because I have serious concern about the education of our Indian children, as a tribal leader I ask the few tribal leaders that are present here to develop a resolution to support our efforts here, to encourage the President of the United States to live up to his commitment to education and trust responsibility. And, I offer that opportunity to any tribal leader who is here to sign with me this resolution. I will have this resolution with me today, and if you feel as strongly as I do about education for our Indian children, then please sign this resolution.

With this statement, I am offering this prayer in my native language, the Tewa language, on behalf of all the work that has been done, on behalf of all the people who have been involved, and especially on behalf of the Indian kids; and, for a united effort, that all the work that has been done has not been done in vain, but that it will accomplish something bigger and better for Indian children.

[Invocation in Tewa language].

**Mr. Bordeaux**: At this time I would like to introduce the parliamentarians: Rhonda Lankford and Majel Bird. They will be the co-parliamentarians today.

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At this time as we go into the review of the adopted rules and the voting procedure, I would like to invite Dr. Bob Swan up here.

**Dr. Swan**: Good morning. I believe everybody got a copy of the Adopted Rules, and I would like for you to turn to page five. I would like to call to your attention that the voting body shall be the delegates as appointed under P.L. 100-297, as amended. Rule 2.3 deals with no voting proxy, and Rule 2.4(a) and (d) will be used in this session. Voting in this session shall be by credential, paper ballot, show of hands, voice, or standing as determined by the chair of the session. That means that Nora or Lionel will use any procedure there for the voting. All actions taken will be final under Rule 2.4(d).

"Identification," I believe Mr. Bordeaux brought that up already. You should be wearing your badges, and you should be sitting in the delegate section if you are a delegate.

I would like for you to turn to Rule 2.9, "Quorum." That will be established as soon as those sheets get back up here. "A simple majority of the duly registered delegates shall constitute a quorum for all plenary voting sessions."

The adoption of the rules took place on Wednesday. I would call Rule 2.10(b) to your attention: "A two-thirds vote of the delegates present shall be required to amend the conference rules, as adopted."

Rule 2.11 covers your discussions and debate. When you are addressing the Chair of the Session, you shall go to one of the microphones and give your name, state, whether you are a delegate or an observer, and declare whether you're speaking in the affirmative or the negative. If you have a mobility or physical impairment, we will assist you in that area. For those delegates wishing to speak in their own tribal language, this will be allowed within the time limit established under a different section of the rules. You must identify your tribal language speaker for your interpreter.

Under Rule 2.11(b), "A two-thirds vote of the delegates present shall be required to table or to postpone a consideration." Rule 2.II(c), "Debate on any recommendation, pending motion or amendment, shall be limited to two minutes for each delegate." We do have timekeepers, and they will hold you to that two minutes.

Under Rule 2.11(d), "When two or more delegates rise at once, the Chair of the Session shall designate the delegate who is to speak first. Under Rule 2.11(e), which was amended on Wednesday, "Debate on any pending recommendation or motion shall be limited to fifteen minutes. Debate on an amendment shall be limited to ten minutes. That will be equally divided, 7- minutes for people supporting the recommendation, and 7- minutes for people against that recommendation." The same goes for the amendment. You will be given five minutes each way.

Under Rule 2.11(f), "No person may speak a second time on an issue until all others who wish to speak have had an opportunity to do so."

I would like for you to turn to Rule 2.12, "Making Motions. Only properly certified delegates may make motions or vote," and "Motion and amendments on substantive matters must be in writing, signed by at least one delegate and presented to the Chair of the Session."

Rule 2.13 deals with timekeepers. They will keep track of time used as indicated earlier. And finally, under Rule 2.15 in "Parliamentary Authority" the adopted rules here will govern this session and anything not covered in the adopted rules will be handled according to Robert's Rules of Order. With that, does anyone have any questions on the "Adopted Rules?"

**Mr. Elm (NY)**: Because of the time frames we have right now, we didn't receive the actual resolutions to be considered fully in advance. The rules have been adopted, but we need to be as flexible as we can because there are many people who have come here from long distances. We don't want to be stopped in debate because of a technicality and something we had nothing to do with. I just wanted to make that point.

**Dr. Swan**: That will be up to the discretion of the Chair. Lloyd, I'm sure they'll give you proper time.

**Mr. Cesspooch (UT)**: On page 7, Rule 2.11(e), "The debate on an amendment shall be limited to ten minutes." There is no amendment in here.

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**Dr. Swan**: Well, under Rule 2.10(b) if there is an amendment proposed by two-thirds of the majority that passes, that will be limited to ten minutes. You would have to revert back to Rule 2.10(b).

**Dr. Demmert (CA)**: Mr. Chairman, in these rules that have been adopted there is provision for amendment to the rules, and in the meeting in which we discussed these rules there was a proposal that was tabled, and the Arizona delegation has made some changes. And, there is the desire to incorporate in an amendment which would provide for follow-up to this session. And, if it is appropriate I would like to propose an amendment to the rules at this time, as requested by the Arizona delegation, and incorporate into the rules for follow-up to this conference. If it's appropriate, I would like to present those at this time.

**Dr. Swan**: The parliamentarian stated that you could make a motion for that amendment, but for informational purposes it is beyond the scope of the legislation. It may not be meaningful to have it as part of the rules. I would hope that there would surface on the floor today a resolution for follow-up to the conference.

**Dr. Demmert**: If I may, then, I would like to present this proposal, and then it could be decided whether or not it is within the scope of the rules. May I read the proposal?

**Dr. Swan**: Go ahead, Bill.

**Dr. Demmert**: There is a "resolved" clause that was framed in the form of a resolution. And, I think to save time I should read the specific rules that are being proposed: "Resolved, that we urgently request the following actions be endorsed by delegates of this conference --" and there are five enumerated items:

1. Within sixty (60) days of adjournment of this conference a draft report shall be prepared and disseminated to all the delegates and tribes;
2. Within thirty (30) days of distribution of the report each state or region shall convene a post-conference to review the draft report and recommend any changes or additions;
3. Upon collection of the post-conference comments, a final report shall be compiled and distributed to the White House and members of the Congress to be used as a guideline for future actions;
4. Within the ensuing year after the 1992 conference and prior to congressional action or reauthorization of Federal education programs, an implementation conference shall be convened to assist in translating the report of the conference into meaningful legislation;

   And as presented to me, and I'm from Alaska, there was a call for a second and third White House Conference on Indian Education in 1996 and 2000. I had discussed this with a number of people, and have suggested an alternative. And, I don't know if this would be within the scope of this here, but as item five:

5. That Congress mandate a biennual (two a year) National Forum on Indian Education with participants to be determined by Indian and Alaska Native nations and tribes for the purpose of reaching consensus on educational issues and funding for programs.

Mr. Chairman, I offer that as an amendment to the rules, and I move for their approval.

**Dr. Swan**: There's been a motion to adopt that amendment to the rules. Do I hear a second? There has been a second. We'll open it for discussion. That will be covered under Rule 2.11(e) and the limit on discussion shall be ten minutes -- five minutes each way. Any discussion?

Question has been called for. All in the favor of this amendment, signify by saying, "aye." All opposed? Amendment passes. Any further discussion. If not, I would like to thank you and turn this over to Lionel Bordeaux.

**Ms. Garcia (AZ)**: Lionel has asked me to take over since I do this for a living. Good morning, everybody. Before I get started, I would like to make three recognitions. We have a number of delegates that were selected, and I think we have three unique ones that I feel should be recognized and commended. We have two student delegates and one college delegate. I hope he's here as well. I would like to at this time recognize two delegates from the Oklahoma delegation: Mistie Dawn Wind, who is the daughter of Jesse and Martha Wind. She just turned sixteen yesterday, so Happy Birthday. She attends Wewoka High School as a sophomore. She's also current vice-president of her class and a member of the Debate Team and Players Club. She was named Most Outstanding Indian Female Student of the Year 1991 by the Oklahoma Federation of Indian Women. She has served numerous times as class officer and her current activities are National Vietnam Air Veterans and Tribal Association Princess. Mistie is the only member of the Seminole Tribe of Oklahoma to serve as a delegate. Mistie was also one out of five Oklahoma delegates on the White House Appointee's List. Congratulations, Mistie.

Kiamichi Stairs-Camp is another student delegate. She is a member of the Ponca, Tahlequah and Cherokee Tribes of Oklahoma. She is a freshman at John Marshall High School in Oklahoma City. Her parents are Katharine Stairs and Crazy Camp. She has been in the gifted and accelerated classes since second grade, and has received several awards for historical papers on Native American injustices. She also participated in the exploration and creativity program. She is a member of the Ponca Women's Warriors Society and plans on getting her degree in art. Congratulations.

The other delegate that I wanted to recognize is Steve Lewis. He's a college student at U.C.L.A. He's also a delegate from California, and I would like to recognize him at this time.

As you all know, things out of our control brought us to where we're at, and we hope at any moment our printed material will be arriving. What we would like to do is have Ben Atencio come up and go over the procedures we will be using to address the issues. We're going to go ahead and move on. I know a lot of people have a time schedule that they need to keep, but, as the gentleman pointed out, we'll not hold up any of the discussion that will need to take place.

**Dr. Atencio (TASK FORCE)**: Good morning, everyone. It's good to see all of you here. Sorry that we got started a little bit late.

What will happen in the voting is that all the votes will be by voice vote unless there's an indication that it is a very close vote. We have to the left side, volunteers that will be counting every three rows. And, when they do that they will see if their numbers match together. We will be doing the "nay" votes, if we need to have that count. And, we'll ask you to raise your hands very high so that they can count correctly.

We will have our Administrative Director, to the far right, who will be taking the numbers on the calculator and printing that out. Each one of the volunteers have a marker and paper. After they finish counting and it's verified, they will post it up and we'll count that way. So hopefully this will help us expedite the process.

**Ms. Garcia**: We have some good news: the resolutions are here. What we will be doing is passing out those resolutions. We'll break for about thirty minutes so that you can review them, and then we'll come back and present them. So, stay seated-so you will be sure to get a copy of them.

[Thirty minute break]

The first topic to be discussed will be "The Governance of Indian Education and the Independent Board of Education." The presenters for that topic will be Randy Plume and David Gipp. If you have any comments or questions, identify yourself. Come up to the microphones, identify who you are, who you represent, and state your concerns. That will be the process and the procedure.

**Mr. Plume (SD)**: I am a member of the Oglala Sioux Tribe from the Pine Ridge Sioux Reservation. Dave Gipp is a member of the Standing Rock Sioux Tribe, and is the President of United Tribes Technical College in Bismarck, North Dakota.

Our topic area, "Governance of Indian Education and Independent Board of Education" encompasses five resolutions. We've split the resolutions and we're going to present to you the first four resolutions, and I've got a synopsis here -- you have them in front of you so I won't have to read the whole thing. Upon completion we'll make a motion for approval, we'll get a second, then there will be a call for the question and for any discussion. If we could follow them in chronological order so that we don't have to jump back and forth. So, if there's a question on number one, we'll take number one first; if there's a question on number two, we'll take number two and so on. Upon completion of that, Dave will take the next area.

As you can see, our topic is governance but our first two resolutions are not necessarily topic-related, but they did pop up within our meeting, and they popped up late; somebody thought it was something that should be attended to, and so we just arbitrarily did it. We don't want to step on anybody's toes, and it might pop up somewhere else -- I'm sure a lot of the stuff will.

The first one is "Supplemental Funding for this Fiscal Year," 1-1. That's in reference to the Indian School Equalization Formula and Transportation. The second one is opposition to place in JOM on Indian Priority System. That's 1-2.

Okay, 1-3 allows for tribal regulatory authority on all education projects or programs funded by the BIA on Indian reservations; and, it also calls for fiscal support for Tribal departments of education.

The fourth one, 1-4, is very lengthy but it's an interesting one. This calls for the issuance of an executive order by President Bush formalizing his statement of policy on tribal sovereignty, trust responsibility, government-to-government relationship, and a commitment to local control.

The next item within 1-4 is an inventory and review of all resources of executive offices and agencies that directly or indirectly affect Indian education. The next item calls for the evaluations of federal resources and laws, rules, and regulations which govern federal services to enhance sovereignty. The next item is the financial support to tribal governments for establishing tribal education departments. And, the last item in 1-4 calls for this resolution to be submitted to the U.S. Congress and candidates for the presidency.

I make a motion that these resolutions be approved.

**Ms. Garcia**: There's a motion on the floor. Is there a second? Second by Donna Rhodes (OK), Randy Plume (SD) made the motion.

**Mr. Elm (NY)**: May I call for a point of clarification, please. On page two of this resolution, unless there is a clarification made there appears to be a conflict; but, from what I heard him say initially there may not be one. The last line of page one says, "Any Federal legislation will also apply to state-recognized Indian people, non-reservation-based Indian people, terminated tribes of those Indians or Alaska Natives seeking state or Federal recognition."

The second paragraph on page two says, "All Federal funds for education are provided directly to Indian tribes for prioritization and distribution by the respective tribe with the exception of California." Is there a conflict there, David, or isn't there?

**Mr. Plume**: What are you referring to in terms of a conflict, specifically?

**Ms. Garcia**: Are you referring to the exception of California?

**Mr. Elm**: No, I'm referring to the legislation that will apply to all Native people reminding you that ninety percent of the Native children who are provided services are in public schools. And then the second paragraph says that all Federal funds in education are provided directly to Indian tribes. Is there a conflict there or isn't there a conflict? I read one as such because one is saying one thing, that all legislation will apply to all Native children, and the second one is saying that all of the funds will go to tribes.

**Mr. Plume**: Yes, that's a good point, and I see it right now. Maybe we should say that the funds "designated" for Indian reservations will be provided directly to Indian tribes.

**Mr. Elm**: If you amend that to be specific to that then I don't have any problem at all with this. Would you do that?

**Mr. Shingoitewa (AZ)**: We do have state public school systems on the reservation at this time. I would like to see some type of specific identification. I have a feeling that the money we're talking about here is that which is for Federally-funded schools. I think that something has to be said here until such time that we can make clarification both on state and the Federally-funded schools.

Right now we would have to go in and probably do intergovernmental agreements in some way for states with the state-funded schools. I have a real concern that if funding goes through the tribes we may have needs for getting equity for funding. I am not against any of the tribe taking over control of Indian education or any trouble with the Department of Education, it is just that it's very unclear as to where state schools stand at this time. Thank you.

**Mr. Elm**: That's my concern also. If we need to move for an amendment, I'm not sure what that might be, but I'm prepared to do that. If you want to amend it like that, we welcome that amendment or clarification, please.

**Mr. Plume**: We've restated it to say that, "All Federal funds designated for Indian tribes for education are provided directly to Indian tribes within their jurisdictional area which allows American Indians and Alaska Natives to assume total responsibility for their educational programs."

**Mr. Elm**: Thank you very much.

**Mr. Shingoltewa**: I still have a question on the Federal funding because the impact aid money that goes to the states as well -- will that also be coming to the tribes and then we apply it to the tribes? I personally feel that there has to be a clearer work plan developed before this resolution is implemented. I would recommend that maybe work be done on it, and this resolution be brought back up before the body a little later this afternoon. Thank you.

**Ms. Huff (CA)**: I reiterate the concerns expressed here. It's unclear whether this would target Department of Education money and other Federal agency money directly to the tribes. And, since ninety-four percent of our students in California come from tribes outside of the state, it would directly affect them.

We would like clarification to make very certain which agencies we're talking about and what funding. Thank you.

**Mr. Cesspooch (UT)**: We also have concerns about the paragraph pertaining to: "Federal legislation will also apply to state-recognized Indian people [and terminated tribes]." What I would propose would be to strike out after "any" on the first page, the bottom sentence after "Tribal Departments of Education," strike out from "any" all the way down to the end of the paragraph, "Alaska Natives seeking state or Federal recognition." If there has to be an amendment or if that can be done before the thing is brought to vote -- and there's also problems with the exception there. I believe that there are also other states that fit into the same category.

**Mr. Pego (TX)**: Madam Chair, I move to table this resolution. The Texas Delegation also has very grave concerns about this.

**Ms. Garcia**: There was a motion and second to table the resolution 1-3. All those in favor of the motion, signify by saying "aye." Opposed? "Ayes" have it.

**Ms. Bird**: There's been a call for division of the house, so we will now have all delegates remain seated while we take a count of all those in favor. Where are the counters? All those in favor of tabling the resolution, please stand.

Delegates may be seated. Counters, please bring the numbers up and give them to Eric at the end of the table here. Now, those delegates in opposition, please stand.

Counters were misinformed on how to count you, and we don't have a complete total. So, what we need you to do again is have all of those people who are in favor of tabling the resolution please stand. Those in favor of tabling the resolution? When the counters are ready, please bring your numbers up.

Those opposed to the motion, please stand. Counters, count those people who are standing. The count is one hundred forty-seven to table the motion and thirty-seven opposed to tabling the motion. A motion has now been passed to table the resolution 1-3. The main motion -- the blanket motion -- still stands, and discussion can now continue on the main motion.

**Dr. Swan (MT)**: I would like to call for the question on 1-1, 1-2 and 1-4.

**Ms. Garcia**: Seconded by Ivan Sidney from Arizona. All those in favor of the motion, signify by saying "aye." Opposed say "nay." Motion passes.

What we would like for you to know is that two hundred of the delegates have signed in. If there are any who have not signed in to account their attendance here, we need you to come up and sign-in. We will now allow the gentleman to proceed with the other resolution.

I want to remind you that the main motion still stands, and that resolution 1-3 has been tabled.

**Ms. Locke (SD)**: Point of order. You did not ask for abstentions, and I would like to abstain on one particular resolution.

**Ms. Garcia**: The rules call for two-thirds vote.

**Mr. Gipp (ND)**: The next presentation is actually in two parts. It will deal with the majority resolution or report, 1-5. There is a "Minority Report" which is the second part of the resolution or set of recommendations. That follows 1-5, after page two. It's entitled, "Minority Report -- Governance" at the top. We will cover the Majority Report reflected in 1-5, and we will then also have a presentation on the "Minority Report" from Delegate Stuart Tonemah from Oklahaoma.

**Ms. Bird (Co-Parliamentarian) to Mr. Gipp**: I'm sorry, we are not going to accommodate a minority position. It has to be submitted in writing within twenty-four hours only if twenty-five percent of the delegation opposes the majority motion.

**Mr. Gipp**: There is a ruling from the parliamentarian.

**Ms. Bird**: On page eight of the rules, under Rule 2.11 "Discussions and Debate," under (h), it says,

> All other actions of the conference shall be adopted upon an affirmative vote by a simple majority of the delegates present. A minority statement may be written and submitted for the record with adopted plans of actions when twenty-five percent or more of the voting delegates vote in opposition.

So, in order to accommodate a minority statement, it first must be in writing, and it will not be entered into the record unless twenty-five percent of the delegates vote in opposition of the motion. So, we will only accommodate the minority statements in that case.

You only cover the majority reports, and on any action if there is a twenty-five percent or more opposition. In that case, then a minority statement may be entered into the record.

**Mr. Gipp**: Madam Chair, Delegate Tonemah has a question or point of clarification.

**Mr. Tonemah (OK)**: Would you cite the page again on that. Is that page 8(b)?

**Ms. Bird**: "H" -- do you have the draft?

**Mr. Tonemah**: I have (a) through (f).

**Ms. Bird**: It's the top of page eight, (h). This is the Final Rules.

**Mr. Tonemah**: I see, okay. Thank you.

**Mr. Gipp**: Without objection, we'll proceed with the resolution of 1-5. Because of the nature of this and importance of this issue, I will read this resolution. It's relatively short and to the point. It does cover Topic Number One of the White House Conference relative to the establishment of an Independent Board of Indian Education:

> WHEREAS, the White House Conference was directed to identify those problems which impact and interfere with Indian students realizing their full potential; and,
>
> WHEREAS, the White Conference was also directed to develop recommendations for the improvement of education programs to make them more responsive to the needs of Indians, and to explore the feasibility of establishing an Independent Board of Indian Education; and,
>
> WHEREAS, pre-White House Conference recommendations were developed from the State pre-White House Conference meetings and reviewed by the assembled delegates; and,
>
> WHEREAS, the delegates are opposed to the planning or implementation of an Independent Board of Indian Education. The delegates deem such a concept to be contrary to tribal self-determination and sovereignty. In addition, the delegates perceived the process to be inappropriate without consultation with Indian Tribes. The purpose of the Independent Board of Education is unclear, and would be ineffective and redundant if given an advisory role. Given regulatory authority, such a board would undermine tribal sovereignty and the government-to-government relationship between the tribes and the United States government (and various states) as established by treaties and law;
>
> NOW, THEREFORE BE IT RESOLVED, that no further planning nor implementation of any Independent Board of Indian Education be considered by the delegates to the White House Conference on Indian Education; and,

> BE IT FURTHER RESOLVED that P.L. 100-297 be amended to delete this proposed action.

Hereby certified. That is the reading of the motion. Discussion among the committees on this issue on Day One and Day Two was indicative that an overwhelming majority of the delegates supported the position just read.

**Ms. Garcia**: There's a motion. Please give your name and state.

**Ms. Cornelius (WI)**: I'm Sandi Cornelius of Wisconsin and I move to adopt the motion of Resolution 1-5.

**Ms. Garcia**: There's a motion.

**Ms. Mankiller (OK)**: I second the motion.

**Ms. Garcia**: Okay, motion is seconded.

**Mr. Yazzie (AZ)**: I wish to speak in the affirmative for the motion. I wish to bring up a fact to the delegates in asking for a unanimous passage of this resolution. If you will look at the proposed Minority Report you will notice that the language is written for an Indian Education Commission. Again, this is a totally new idea which has never been discussed by the Indian Nations, and it is not the idea that was proposed in the Public Law 100-297. In addition to the statement I'm making in urging unanimous support for this resolution, I would ask the parliamentarian whether the Minority Report, which is phrased in the language of "Commission," is proper.

**Mr. Gipp**: She's already ruled that the Minority Report will not be debated unless there should be greater than twenty-five percent or more opposing this majority resolution. Then it will be heard. If there is less than twenty-five percent then the Minority Report will not be a part of the record.

**Mr. Yazzie**: I will conclude my statement by asking for unanimous passage of this resolution.

**Ms. Watt-Palmanteer (WA)**: I serve on the Colville Confederated Tribes Business Council. I'm the HEW Chairperson. I'm on the Washington State Indian Education Association Board. I, too, am speaking in affirmative support of this resolution. If there is anything that we can teach our people in this country on Indian education it is really simple: we need to maintain our government-to-government relationship. We need to support this resolution, and remind our people throughout this country that our tribes speak to this government. We need to maintain that. Let's not have another broken promise.

I urge the delegates to support this resolution. Thank you.

**Ms. Lane-Oreiro (WA)**: I am also the Vice-Chair for the Lummi Nation in Washington State. I also serve as the Title V Coordinator in my local school district. I would also like to reiterate what Darlena Watt-Palmanteer has said. I am speaking in support of this motion. We need to reaffirm our tribal sovereignty and our self-determination and our treaty rights. This motion will strengthen our stand on those treaty rights, and I call for the unanimous support of this resolution.

**Mr. Tonemah (OK)**: I am speaking against this resolution mainly because I have a concern that we in Indian Country have no one to turn to in terms of accountability for the kinds of things that have occurred in our programs for education for our kids -- being able to assure, for example, that funding is coming in the appropriate amounts for our kids, assuring that programs are being implemented in the way that was intended via the laws and rules and regulations. We have a legitimate body with the authority to do these kinds of things. We have a National Advisory Council -- good people -- but they serve in an advisory role to the federal government in terms of Indian education. And, like a lot of advisory councils, the Federal government can accept their advice or reject their advice.

Who can we turn to for help when we see that public schools, for example, are misusing the funds under Title V? Who can we turn to? Do we ask the administration to do this for us? Do we ask the Education Department to regulate itself? Do we ask the Department of the Interior to regulate itself, and to make these things right? We've been trying that for years. Who has the oversight responsibilities to assure that our programs are going to be run the way they are supposed to be run?

I am not against tribal sovereignty or the erosion of trust responsibility or the dissolution of the Federal trust responsibility -- I am for that. I am also for calling for accountability --

**Ms. Bird**: Sir, time's up. You have two minutes, and it's listed in the rules. I apologize. All delegates are limited to two minutes debate on each of the amendments.

**Mr. Tonemah**: Okay, I urge defeat of this motion.

**Mr. Elm (NY)**: I would like to hear the rest of what Stu has to say in support of that, even though I'll probably vote against it. I want to hear why this happened. So, I defer my time back to Stuart Tonemah.

**Mr. Tonemah**: Thank you, Lloyd. The idea is to -- and maybe the Commission will interpret this as a different form of an Independent Board of Indian Education. I really don't care what this thing is called, but we need some entity that would hold the Federal government's feet to the fire. That's where I'm concerned.

I'm not concerned about local tribal control. Let's do local control. But, let's give the concept some consideration because right now the Congress, through their committees and oversight committees, are not able to do the job to assure that the administration is implementing the laws the way it's supposed to. There is not enough staff in the Office of Indian Education or the Bureau of Indian Affairs to come out and do the monitoring to assure that we are getting the quality education that we need.

That's the reason that I'm calling for some form of Indian-controlled entity to assure accountability for the programs that serve our kids. Thank you.

**Dr. Demmert (CA)**: In response, I would speak in support of the motion. The point that I want to make is after listening carefully to my friend Stu Tonemah's comments, I would say that the action that we took this morning would provide us an entity for taking care of precisely those points. Early this morning, as a part of the rules, we adopted five additions. The fifth addition, which I read, was a proposal which we adopted to recommend a congressional mandate for a National Forum on Indian Education with participants to be determined by the tribes. And, that entity would do precisely those things that were just pointed out. So, I would favor the passage with more than seventy-five percent majority of the motion, as stated.

I think, in my view, one of the most important actions that we will have taken when this is over is to seek the mandate for a national forum -- what we requested, what we approved was a biennual national forum. And, just to add one further note, before this conference is over, I would like to see us pass the motion which would identify members of a drafting committee so that we could build in proposed provisions that would be responsive to what we want in the way of a formulation of a national forum. So, I speak in favor of it, and I think that with our earlier action this morning those concerns are amply taken care of. Thank you.

**Mr. Martinez (NM)**: I strongly support 1-5, and I strongly urge delegates to vote for 1-5. If we create another Board of Education, we're creating another stumbling block which means we'll need to cut through the red tape again. Let's defeat this and get on with educating our Indian children; and, let's leave the responsibility at the local level. Thank you.

**Dr. Swan (MT)**: I call for the question and the vote.

**Ms. Garcia**: Question's been called. All those in favor say "aye." All those opposed, "nay." Motion carries.

**Mr. Plume**: Madam Chair, that concludes the report on topic number one, with the exception that 1-3 was tabled. We will take a look at that and try to report on that later in the day here, if that's permissible. Thank you very much. We thank the delegates, and I want to also point out all of the steering committee members or participants in the sessions on topic one for all of their hard work, and I thank them for their efforts to work cooperatively in coming up with some positive input. Thank you very much.

**Ms. Garcia**: Thank you, David and Randy. I would also like to remind the delegates that we do have a very short time frame, and if we could keep our discussion as limited as we can, I think we can move things along. We have a luncheon and then we don't have much time after that. Just to remind you of that.

Okay, the next topic, number two --

**Ms. Yellowfish (OK)**: Madam Chair, I don't know if all delegates received the resolutions. They were left out of our section -- you do have the action plan there, but the resolutions are left out.

**Ms. Garcia**: Has everybody received that?

**Mr. Shingoitewa (AZ)**: Since we don't have the resolutions, I make a motion to table until the resolutions have arrived since we want to move right along.

**Dr. Swan**: I second that motion and call for the question.

**Ms. Lobert-Edmo (OR)**: I have a point of parliamentary procedure in relation to tabling. It is my understanding of Roberts Rules of Order that when a motion or issue is tabled without a specific time for it to be brought back into table, that effectively kills the motion for deliberation by the delegation. It is my understanding that if one would like to postpone action on a motion, then one should say, "I move to postpone action or discussion on these items until it can be clarified." So, I need to get my understanding of that clarified from the parliamentarian.

**Ms. Bird**: You're correct. You need give a specific time when that should be brought up again.

**Mr. Shingoitewa**: Okay, Madam Chair, then if it's all right with the parliamentarian, I would go ahead and make the motion that this will be taken up this afternoon. Do I need a specific time?

**Ms. Lankford (Co-Parlianmentarian)**: I believe if you just make a motion in terms of "postponing" the issue until later in the day, that will be okay.

**Mr. Shingoitewa**: Okay, then later in the day upon receiving the resolutions.

**Ms. Garcia**: Second by Bob Swan. Any further discussion? A question has been called for. All in favor of the motion, signify by saying "aye." All those opposed, "nay." Motion carries.

**Ms. Lobert-Edmo**: Madam Chair, before you go on I would like to have the parliamentarian rule then on that resolution that was tabled in Topic One, 1-3. To my understanding, that would be a dead motion and can not be brought back onto the floor without a suspension of the rules.

**Ms. Lankford**: You will have to call for a suspension on the rules so we can rule on that since it wasn't brought up at the time.

**Mr. Numkena (UT)**: I would like a point of clarification from the parliamentarian in hopes that things will be facilitated to make the pace consistent. There is nothing in the rules that address a delegate who is recognized to yield to another person. And, 2.11 -- and I'm not slamming my good buddy Stu here -- says, "No person may speak a second time on an issue until all others who wish to speak have had an opportunity to do so." So, I would like clarification on that.

**Ms. Bird**: If it is not addressed in your rules that specific issue, which it is not for something like deferring time, we refer then to Robert's Rules of Order. And, according to Robert's Rules of Order, you can defer your time. If someone doesn't defer your time, then you have to wait until everyone else is done speaking before you can speak a second time, according to your rules.

**Ms. Dunham (MI)**: I'm the spokesperson representing Topic Number Three. The first thing I would like to do is apologize to the delegation because in the package of information you received, you only received half of the work efforts of Topic Number Three's delegation. We are, at the current time, trying to print the materials that you are missing to disseminate to you because every single one of the resolutions that we prepared had full action plans attached to them.

**Ms. Garcia**: Do you wish to proceed or do you want to wait until you get your information?

**Ms. Dunham**: We would like to wait and come back to the floor. I would like to make a motion that Topic Number Three be postponed.

**Ms. Garcia**: There was a motion and second by Ivan Sidney. Any discussion? Question's been called for. All those in favor, signify by saying "aye." All those opposed, "nay." Motion carries.

Topic Number Four: Safe, Alcohol/Drug-Free Schools.

**Mr. LaPlante (IL)**: My name is Vernon LaPlante. I'm a member of the Blackfeet Nation in Montana, but I'm representing Illinois right now as a delegate. I, too, have to apologize. There's going to be quite a few changes in the material as it came off the press. So, if you bear with me, I'll take you through each one of these.

The first one, Resolution 04-01, what we ended up having to do is pass out an insert for you. If everyone would take a look at Resolution 04-01, there is a change. And, what I will do is read this change to you. On the second page, right at the top, insert a word here: "WHEREAS, there exists minimal substance abuse programs for tribal and off-reservation Indian communities" --

**Mr. Martin (AZ)**: Excuse me, but I don't think all of us have the handout. Maybe we could ask for a show of hands to see how many actually got the insert because I think that there are many of us without it, and we can't really act on it.

**Mr. LaPlante**: You guys haven't received it? The insert that came around was 04-01, 04-02? There were about three resolutions that were paperclipped -- three or four, and those were left out of the material that was in the packet that we got earlier today. So, does everybody kind of see where I'm at right now?

**Ms. Garcia**: I understand that they're being handed out, but maybe what we should do is before we go on with the topics that we find out if your topics are complete or not. And then we can go on to those who are complete. I think that would really speed things along, and then we'd be able to make sure everybody has everything in place, if you don't, will you let us know up here?

**Mr. LaPlante**: Okay, let me just say this: We have passed out additional resolutions, and they should be labeled "04-01," "04-02," "04-03," and "04-08." Those should be inserted with the original packet that you received before we took a break this morning. I don't know when I'll be called back up here, but when I am those will be the materials that we will look at. There are some changes that need to be made before anybody else has any questions that will be related to these resolutions. So, I make a motion that we postpone this review of the resolution on Topic Number Four.

**Ms. Garcia**: It was seconded by Bill Gollnick of Wisconsin. Discussion?

**Dr. Swan**: I want to speak against that motion mainly because yesterday and the day before we were working in this group on the safe, alchohol/drug-free schools, and the facility concern got put into this category, and it was separated out during the session yesterday. And, Topic 4, 04-11 is ready to go. It deals with facilities for public, BIA-funded schools and controlled community colleges. And, I would like to bring 04-11 to the floor.

**Mr. LaPlante**: There was this discussion yesterday, and it was felt by some people that the question that we have to address in terms of facility construction, maintenance, rehabilitation should have been a completely separate section. The answer came back to us from our facilitator who had gone to a facilitator's meeting that it should be included as it was originally done here. So, that's why it has been included.

**Ms. Garcia**: Okay, there's been a call for the question. Can you repeat your motion?

**Mr. LaPlante**: The motion was to postpone the review of Topic Number Four until the packet is complete.

**Ms. Garcia**: The question's been called for. All those in favor, say "aye." All those opposed, signify by saying, "nay." Motion carries.

Topic Number Five, are you complete? If you're not complete, we're moving on.

**Ms. Youngbird (ND)**: I have a co-presenter with me -- Patty Bordeaux-Nelson, delegate from South Dakota.

We have nine resolutions, and one recommendation. I'm going to have Patty review each one for you. Please follow along with her, and then we'll take action after that.

**Ms. Bordeaux-Nelson (SD)**: Okay, the first one:

> WHEREAS, the delegates have reviewed the recommendation: That all agencies receiving federal dollars shall ensure equitable access to appropriate services for all American Indian/Alaska Native students (on-off reservation).
>
> THEREFORE BE IT RESOLVED, that the above recommendation be adopted for implementation absent of an accompanying Action Plan.

The second one is "New Funding to Meet Comprehensive Educational Needs:"

> To allocate funding to meet the comprehensive educational needs of exceptional American Indian/Alaska Native in any educational setting including public, Bureau, private, and others, on-off reservation.
>
> THEREFORE BE IT RESOLVED, that the above recommendation be adopted with the accompanying Action Plan, "5-B."

"Culturally Appropriate Assessment" is our next topic:

That the Federal government shall allocate new funds for research and development of culturally appropriate assessment for American Indian/Alaska Native (on-off reservation) for all categories of appropriate services and placement.

THEREFORE BE IT RESOLVED, that the above recommendation be adopted with the accompanying Action Plan, "5-C."

The next topic is "Training:"

To provide funding for training of parents, guardians, community, all professionals providing services to American Indian/Alaska Native students with other special needs other than those identified in P.L. 94-142, as amended.

THEREFORE BE IT RESOLVED, that the above recommendation be adopted for implementation absent of an accompanying Action Plan.

Topic Number Five is "Research:"

The Federal government establish and implement a program of research, demonstration, evaluation, dissemination, to improve the identification/assessment, instruction, curriculum, and administration of programs for exceptional infants, children, youth, and adults.

THEREFORE BE IT RESOLVED, that the above recommendation be adopted with the accompanying Action Plan, "5-E."

"Enforce Existing Laws Pertaining to Exceptional Education:"

The existing legislation (e.g. P.L. 94-142, P.L. 100-297, and P.L. 101-477) benefiting exceptional American Indians/Alaska Natives with disabilities and who are gifted and talented be fully funded, implemented and enforced to ensure that appropriate educational opportunities are being provided by LEAs, state, tribal, BIA, and all other service providers.

THEREFORE BE IT RESOLVED, that the above recommendation be adopted with the accompanying Action Plan, "5-F."

"Comprehensive Services:"

The tribes, states, and the Federal government develop comprehensive educational plans for American Indians/Alaska Natives, unborn to adults, that will include a mission statement, goals, objectives, action plans, and an evaluation process to provide comprehensive, quality services to develop persons with exceptional needs into contributing members of their communities.

THEREFORE BE IT RESOLVED, that the above recommendation be adopted with the accompanying Action Plan, "5-G."

And then also, under "Reform and Restructure:"

That proposals related to reform, restructuring, and development of alternative educational programs, methods, techniques, and services address the integration of programs and services for American Indian/Alaska Native with exceptional needs.

THEREFORE BE IT RESOLVED, that the above recommendation be adopted with the accompanying Action Plan, "5-H."

"Equity and Funding for BIA Schools:"

The BIA-funded schools be funded at levels not less than other schools in their area, e.g., basic ISEP allotments shall be equal or greater than state foundations' allocations for the same time period.

The final one is "Fetal Alcohol Syndrome Research: That the Indian Health Service be directed to do research and development on an American Indian/Alaska Native database on Fetal Alcohol Effects/Fetal Alcohol Syndrome.

THEREFORE BE IT RESOLVED, that the above recommendation is agreed to, with the stipulation that further review and, where necessary, modifications be made prior to its implementation.

Thank you.

**Ms. Youngbird**: I make a motion to submit this "Exceptional Education" packet. [Seconded].

**Ms. Garcia**: There's been a motion and it's been seconded. Is there discussion?

**Ms. Locke**: There's been a typo on Resolution 5-5 and 5-6. And the Native Language Act is 101-477. So, it's just a typo.

**Ms. Garcia**: Thank you. Question's been called for. All those in favor, signify by saying, "aye." All those opposed, signify by saying, "nay." Motion passed.

**Ms. Youngbird**: Thank you. May I just thank our delegates in our session, and express our appreciation. We had an exceptional group. Thank you.

**Ms. Garcia**: Thank you. Topic Number Six, are you complete and ready to go?

**Mr. Demmert (AK)**: Madam Chair, before we consider another report I would like to offer a motion on behalf of the Alaska Delegation. There has been concerned voiced in the Alaska Native community in regard to the language of various legislation. There are Yupik and Inupiat people who do not consider themselves Indians although they do qualify under Indian legislation, and also Aleut people. The term that has been widely accepted is "Alaska Native." That has been incorporated into much legislation, and our directive from the Alaskan people in our pre-White House Conference was to request that resolutions and recommendations which reference Indian people also include the words "and Alaska Natives," if that is not already the case.

Group Five did that very well, but just in case that isn't true with other recommendations and resolutions, I would like to offer a motion -- I don't think it's a controversial one, it's a technical one, but there is that concern. On my part, the Tlinget Tribe, of which I am a member, is already covered by "Indian." I don't have a problem. However, our brothers in the north and west would have to have "Alaska Native" included.

So, I would like to move that resolutions and recommendations which reference Indian people in regard to education services be amended with the words "and Alaska Natives," or the appropriate grammatical form, if they do not already include such language. I offer that as a motion.

**Ms. Garcia**: Is there a second? James Negeak from Alaska.

**Ms. Garcia**: Any discussion on the motion? Question's been called for. All those in favor, signify by saying "aye." All those opposed, signify by saying, "nay." Motion carries.

**Mr. Shingoitewa (AZ)**: I'm representing "Readiness for School." In the packet you will see Resolution Number One, which covers the area of readiness for education to prepare our students for school. I have a couple of corrections, if I may, at this time.

If you'll go to Resolution 6-3, I am proposing that we delete the "THEREFORE BE IT RESOLVED" with amendment to the resolution saying, "THEREFORE BE IT RESOLVED, that the White House Conference Delegates recommend that the Chief of the American Indian Program grants Region Eleven of the Head Start Bureau be staffed by an Indian or Alaska Native."

On Resolution 6-6, we would like to pull that out because presently a motion was made this morning to have that as part of the amendments on having a follow-up. With that, Madam Chair, I motion that the resolutions presented to you be approved.

**Ms. Garcia**: Is there a second? Jane Wilson from Arizona. Any discussion? Question has been called for.

**Ms. Bird**: Would you please pay attention to Rule 2.11(e) on "Debate." You understand that, "Debate on any pending recommendation or motion shall be limited to fifteen minutes. Each delegate can only speak for two minutes, and debate for and against is going to be 7-minutes." So, if somebody gets up and they're speaking in support of a motion, we're timing that. So, all those people speaking in support are limited in time. Keep that in mind. We do have a timer at the end who will keep track of that.

**Ms. Winfree (NC)**: On Resolution Two, I would like to make a correction or an addition. Where it says, "Availability of funding for tribal organization in urban areas," I would like for it to read, "Availability of funding for tribal affiliates and members residing in rural and urban areas."

**Mr. Shingoitewa**: I have no problem with that wording.

**Ms. Garcia**: Question's been called for. Any other discussion? All those in favor of the motion, signify by saying "aye." All those opposed, signify by saying, "nay." Motion carries. Thank you.

Topic Number Seven, "Native Languages and Culture," are you complete and prepared?

**Dr. Demmert (CA)**: We have Topic Seven. My co-chair is Wilma Mankiller from Oklahoma, and I will present the information, and we'll see what happens.

**Mr. Elm (NY)**: Point of information, please.

**Ms. Garcia**: Sure.

**Mr. Elm**: Like what our brothers did from Alaska, I'm going to make a motion that wherever the term "urban" shows up in these resolutions that the term "rural" also be added. So, I move that wherever "urban" shows up, "rural" is also added.

**Ms. Garcia**: There was a second by Donna Rhodes from Oklahoma. Any discussion. Question's been called for. All those in favor of the motion, signify by saying "aye." All those opposed, signify by saying, "nay." Motion carries.

**Dr. Demmert**: Resolution 7-1:

> NOW THEREFORE BE IT RESOLVED, that the White House Conference on Indian Education hereby requests the President of the United States and the U.S. Congress to strengthen and increase support for the language and culture of the American Indians and Alaska Natives by the following actions:
>
> 1. Amend S.2044 by adding a new chapter amending Title VII, the Bilingual Education Act of 1965 (20 U.S.C. 3001) to include a new chapter for American Indian and Alaska Native bilingual education.
>
>    (A) Ensure the strengthening, preservation, and revival of native languages and cultures to permit students to learn their tribal language as a first or second language.
>
>    (B) Encourage opportunities to develop partnerships (in programs funded by S.2044) between schools, parents, universities, and tribes.
>
>    (C) Provide for long-term assessment and evaluation of programs funded under this new chapter.
>
>    The purpose of this part will be to evaluate the effectiveness of programs, conduct research (including heuristic, anthropological, ethnographic, qualitative, quantitative research) that would lead to a better understanding of language development and to identify exemplary models for other groups.
>
>    (D) Native language teachers must meet competency requirements established by tribes. These standards may be developed in cooperation with the advice of language experts of the tribes, and universities that are responsible for teach training programs.

Do you want to read that, Wilma, from your old draft. I think there's a mistake here.

**Ms. Mankiller (OK)**: Dr. Demmert, I think the original one says essentially the same thing: "Native language teacher competence must meet competency requirements established by the tribes. These standards may be developed in cooperation with the advice of language experts of the tribes, and universities . . ." etc.

**Dr. Demmert**: Thank you, Wilma. [Continuing].

>    (E) Allow for program development based on successful education programs as well as new models that are innovative and explore new theories on bilingual education and language development, including emersion programs.

THEREFORE, BE IT RESOLVED, that the above recommendations be adopted with the accompanying Action Plan for Resolution Number One -- Native Language and Culture.

Resolution 7-2:

NOW, THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education hereby requests the President of the United States and the U.S. Congress to strengthen and increase support for the language and culture of American Indians and Alaska Natives by the following actions:

1. Amend Senate Bill 2044 to provide for the:
   (A) Inclusion of "Language, Literacy, and Culture" in the Title; and use of the terminology "Language/Culture" throughout the Act.
   (B) Development of curricula for Language/Culture, together with appropriation levels which enable the restoration of lost languages; and an overall appropriation of $200 million for language, literacy, and culture, including model programs.
   (C) Development of language literacy and culture certification standards by tribal governments, recognition of such certification by SEAs and accrediting institutions; and, appropriation levels which enable full implementation of the standards.
   (D) Establishment of course credit for native language classes at institutions of higher education by students who demonstrate literacy and proficiency in native languages.
   (E) Inclusion of American Indian history and culture as a requirement for teacher certification of all teachers.
   (F) Availability of appropriated funds to Indian tribes and organizations, including urban and rural Indian organizations, for Indian language and culture.
   (G) Allow American Indian and Alaska Native tribes to assume total responsibility for their education programs.
   (H) Require state and local education agencies that receive federal funds to include American Indian and Alaska Native language, culture, and history into the core curriculum.
2. Require the U.S. Department of Education to collaborate with the Senate on S.2044 to include the recommendations heretofore set forth.

THEREFORE, BE IT RESOLVED, that the above recommendations be adopted with the accompanying Action Plan for Resolution Two -- Native Language and Culture.

**Ms. Mankiller**: Dr. Demmert, one little phrase that was left out in Section Two, that was "To require that the U.S. Department of Indian Education or Office of Indian Education to collaborate."

**Dr. Demmert**: "Require the Office of Indian Education, U.S. Department of Education to collaborate." Thank you for that correction.

Resolution 7-3. I'll just skip the "Therefore, be it resolved," and move on to:

THEREFORE, BE IT FURTHER RESOLVED, that all Indian education monies be exempt from the Gramm-Rudman-Hollings Act, and that this recommendation be adopted with the accompanying Action Plan for Resolution 7-3.

Resolution 7-4:

1. Require that the Office of Indian Education and the Bureau of Indian Affairs enforce legislative requirements for parental participation in the planning, implementation, and evaluation of programs under Title V, Subpart 1, P.L. 81-874 and under the Johnson-O'Malley Act.

2. That sign-off parent committee authority be required to be limited to the authorized chairperson of the parent committee in Title V, Subpart 1, P.L. 81-874 and Johnson-O'Malley programs.
3. That the Office of Indian Education establish grievance procedures for grantees and parent committees.
4. That local education agencies be accountable to the parent committee.

THEREFORE, BE IT RESOLVED, that the above recommendations be adopted with the accompanying Action Plan for Resolution 4 -- Native Language and Culture.

Resolution 7-5:

That the Federal Government establish and provide adequate funding for native languages, literacy and cultural programs for American Indians and Alaska Natives as one of the nation's highest priorities.

Resolution 7-6:

Immediately implement the Indian Nations At Risk Task Force Recommendations, including those specifically related to American Indian and Alaska Native language, literacy, culture evaluation, research, and accountability.

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent of any accompanying Action Plan.

Resolution 7-7:

WHEREAS, the delegates have reviewed Recommendation:

All funds appropriated for Indian education must have provisions for Indian control and accountability.

And that would be for "Indian and Alaska Native." Those were the resolutions that the committee passed upon, and we would take a motion to adopt those.

**Ms. Garcia**: Robert Kinney from California has made a motion. Seconded from the delegate from Wisconsin. Any discussion?

**Question**: Madam Chair, I just want a clarification. On Resolution 7-6, "Immediately implement the Indian Nations At Risk Task Force recommendations. . ." -- on the first set of recommendations we voted against the JOM funding; so, that's in contradiction to that, what we just voted against. Can we have a clarification of that.

**Dr. Demmert**: I don't understand what you are saying.

**Questioner**: It says, "Immediately implement the Indian Nations At Risk Task Force Recommendations...."

**Dr. Demmert**: Yes, especially as they deal with those five points that we made.

**Questioner**: Okay, can we clarify that just to limit it to this.

**Dr. Demmert**: Sure.

**Mr. Hatch (MI)**: On Resolution 7-4, a point of clarification. I don't know if it can be contained in this resolution or not, but I agree on enforcing OIE, enforcing the parental contributions to the planning and operation and evaluation, but also ask if it could be added that a tribal voice be allowed on a Title V committee. As the legislation is currently written, there is not a seat for a tribal designate.

**Dr. Demmert**: I think that might cause some debate. It seems to me that an appropriate time to conclude that specific language would be when the legislation is being re-drafted. And, it will be re-drafted over the next year with ample time to include those kinds of specific concerns.

**Ms. Bird**: I'm going to rule that your idea there is beyond this question. It is a substantial change to the motion on the floor, so we can entertain that later. There is a motion on the floor at this time.

**Mr. Shingoitewa (AZ)**: On Resolution 7-7, I would like to see if it's possible to do an insertion. On the "WHEREAS," it says "All funds appropriated for Indian education must have provisions for Indian control . . ." and I would like to ask just for the "appropriate language assessment and accountability." I think these states also need to pay attention, rather than to just put language in there that they also need to help in making sure it's effective as they work through the process. So, I would recommend that.

**Dr. Demmert**: Thank you. I don't think our group would oppose that because we did include that in a couple of other places.

**Ms. Salinas (MN)**: On Resolution 7-2, I have a question of clarification with regard to Item "G" which says, "Allow American Indian and Alaska Native tribes to assume total responsibility for their education programs." Prior to that it talks about in "F" making the availability of appropriate funds for urban Indian organizations as well. I'm wondering if the amendment would be acceptable to you which would say, "Allow American Indian/Alaska Native Tribes in urban Indian communities' to assume responsibility for their language and culture programs."

**Dr. Demmert**: Our use of the term "American Indian/Alaska Native" is very broad and does include that.

**Ms. Salinas**: But "tribes" is inserted after "Alaska Native."

**Dr. Demmert**: Yes. "American Indian" is one term, and "Alaska Native tribes" is another. That's the way it reads.

**Ms. Bird**: Are you making a motion, then, to go ahead and amend that provision?

**Ms. Salinas**: I would like to amend the provision so that it clearly states that urban Indian communities also would have control of their programs.

**Dr. Demmert**: I do have a suggestion. I think that our typist might have included "tribes" in there inadvertently, and it should have read -- if I remember correctly -- "Allow American Indians and Alaska Natives to assume total responsibility for their education programs."

**Ms. Salinas**: I would accept that if "tribes" is deleted.

Dr. Demmert: Because it would include both.

**Ms. Salinas**: Yes.

**Dr. Demmert**: Yes. Is there an opposition to that by our committee? None? All right.

**Ms. Bird**: That motion is considered rescinded then.

Observer: Madam Chair, would the chair recognize an observer?

**Ms. Garcia**: Our rules say that we cannot recognize an observer. Any other discussion?

**Mr. D. Demmert (AK)**: On Resolution 7-3, I would like to add first that I believe that this is a good resolution, but I would just like to point out that on the copies that we received on the second page under Item "A," there is language that is written in, and the typed language crossed out. Actually, the written-in language is grammatically incorrect, and either form contains some redundancies. I would like to suggest language that I think would be much more direct and to the point.

There is reference to the "special relationship," which I don't think is really needed here. It is pretty well accepted with the people that we'll be talking with. What I would like to suggest is on the second page, cross out after the word "by," the words, "the following action;" cross out the next two lines, and the next line to the word "exempting." "THEREFORE, BE IT RESOLVED, that Congress [and cross out to' before strengthen'] we request that the U.S. President and the Congress strengthen and increase support for the language and culture of American Indians and Alaska Natives by . . ." and then skip down to "exempting all Indian education monies from the requirements of the Gramm-Rudman-Hollings Act." I think that contains the intent without diminishing it in any way; and I think it clarifies it and gets to the point. I would like to offer that as just a technical amendment.

**Dr. Demmert**: Okay, will you repeat the resolution.

**Mr. D. Demmert**: 7-3. On the second page.

> . . . RESOLVED, that the White House Conference on Indian Education request that the President of the United States and the U.S. Congress strengthen and increase support for the language and culture of American Indians and Alaska Natives by the following actions:
>
> A. Whereas, a special relationship exists between the federal government and American Indians and Alaska Natives; and, whereas, there is a national crisis in Indian education exempting all Indian education monies from the requirements of the Gramm-Rudman-Hollings Act.

With the crossing out, as I said it is grammatically incorrect, and I think that the reference to the special relationship doesn't "strengthen" the proposal in any way; and, what I suggested was crossing out the word "to" in the top line, "to strengthen" -- " . . .that U.S. Congress strengthen and increase support for the language and culture of American Indians and Alaska Natives by . . ." and skip down to "exempting" . . . by exempting all Indian education monies from the requirements of the Gramm-Rudman-Hollings Act."

**Dr. Demmert**: You're throwing in that last piece as an addition?

**Mr. Demmert**: No, I'm reading directly from what I have here.

**Dr. Demmert**: I understand what he is saying now, and what Dennis is suggesting is that we scratch two of the whereas's that are listed in your paragraph, and that we have moved to the front where the asterisks are; and, that we leave that piece that says --

**Ms. Cornelius (WI)**: I would like to speak against eliminating what has just been suggested. I think that the government needs to be reminded at every instance that they have a special relationship with the Indian tribes and people. I think, also, that we need to emphasize that Indian education is in a crisis.

**Ms. Garcia**: Ma'am, are you speaking against the main motion or just that language that was --

**Ms. Cornelius**: Just the proposal -- I want to change the language.

**Ms. Mankiller**: I want to make sure that it's understood that I am for the main motion; I also agree with her that I am opposed to any alteration of that.

I have a couple of clarifications that I need to bring to Dr. Demmert. One is that we talked in our committee about -- and these are just things that should be put down somewhere -- that we wanted the funds to be dispersed or administered by the Office of Indian Education and the Department of Education. That should be clear, and that's not on any of these resolutions. And then secondly, if there's an Office of Bilingual Education and a Bilingual Education Office in general, there should be one office separate for tribal people because we sort of get lost in the crowd with all the other people. Those things are things we agreed upon in our committee.

**Mr. D. Demmert**: I have no objection to that -- and I don't have any objection to including that somewhere in there -- but as a point of order I would point out, that the resolutions in the copy that we have, there are "Whereas" clauses in the resolution clause. They should be moved into the "Whereas" section; and, if there is a desire to have those statements made, I would suggest that as a matter of parliamentary procedure that they be incorporated into the "Whereas" clauses rather than into the resolution clause.

If that's appropriate, I would like to make a motion and ask unanimous consent that those "Whereas" clauses currently appearing in the resolution section be moved to the "Whereas" section.

**Dr. Demmert**: Yes, we've done that, Dennis, and you'll notice that I have an asterisk with a "1" and an asterisk with a "2" to show that those "Whereas" clauses were moved to the proper section. I have a clean copy. Would you like me to read it as it has been cleaned?

**Ms. Garcia**: Question's been called for. This is a main motion that we'll be taking a vote on. All those in favor, signify by saying "aye." All those opposed, signify by saying, "nay." Motion carries.

**Ms. Arkeketa (TX)**: I have a resolution from this committee also. It's Resolution 7-8 that was left out. Does everybody have a copy of that? I passed out all the copies I had.

**Ms. Garcia**: Before you go on -- if there is additional information that is given out, may we please have a copy given to the recorder for the record.

Ma'am, before you go on I don't think everybody has a copy of it. Maybe what we can do, since we have a schedule to keep, is have it brought up after the recess.

**Mr. Shingoitewa**: Madam Chair, point of order. I was assuming that Seven had been completed and that the motion was made to complete the process. I would then think that a point of order is made that if this is to be brought up it would be brought up at the end of the session.

**Ms. Bird**: Is this an addition to the topic that was just covered?

**Ms. Arkeketa**: Yes, under "Cultural."

**Ms. Bird**: Why was it not included? Bill?

**Dr. Demmert**: Would you like me to explain our action on this addition?

**Ms. Bird**: Yes, please.

**Dr. Demmert**: We ran out of time. The material had to be handed in, and so the committee elected to recommend that it be introduced. That was the action that we took. We did not include it in the packet because we did not take an action on it other than that.

**Ms. Bird**: Do all delegates have a copy of that? 7-8 in your packets -- is that the resolution?

**Mr. Shingoitewa**: Again, Madam Chair, point of order that since it was not part of the packet that it can be introduced later on in the proceedings. Motion to postpone.

**Ms. Garcia**: Is there a second? Sandra Kawanhaptewa Dixon from California.

There was a motion and second to postpone the item. Question's been called for. All those in favor of the motion, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

**Ms. Bird**: We need to remind you that we must keep our quorum to conduct business this afternoon. There are two hundred thirty-four delegates. We've only had one hundred eighty-seven voting so our quorum is set at one hundred eighty-seven. Although the rules say simple majority, which is only one hundred seventeen, we have started out with a vote of one hundred eighty-seven and we would like to keep that. Please keep that in mind for after lunch.

[Lunch].

Delegate: The state delegations from Montana, Minnesota, North Dakota, South Dakota and Nebraska invite other state delegations to a rally today on the sidewalk adjacent to the White House near Lafayette Park at 6:00 p.m. We intend to send a very clear and urgent message about the needs for Indian education in this country to President Bush. We hope that you join us. Thank you.

One last detail -- we do have a permit from the Park Service to hold this rally.

**Ms. Garcia**: I would like to personally thank the Navajo Nation for the beautiful blanket. It is an honor for me.

Topic Number Eight -- is it prepared and complete? Are you here? That is "Structure for Schools."

Have all the delegates signed in that didn't sign in this morning? If you haven't, we would like for you to come and sign in on the sheet up here at the table.

Nobody here to respond to Number Eight? Okay, we'll move on to Topic Number Nine, "Higher Education."

**Mr. Shingoitewa**: We need to make a motion to postpone Topic Number Eight until they are ready.

**Ms. Garcia**: We'll let you do that.

**Mr. Shingoitewa**: I so move.

**Ms. Garcia**: Thank you. Second the motion. Any discussion? Question called for.

**Mr. Shingoitewa**: Since the presenters for Eight are not here I make the motion to postpone until such time they are ready to present.

**Ms. Garcia**: Sandra Kawanhaptewa Dixon from California has seconded the motion. Question's been called. All those in favor, signify by saying "aye." All those opposed, signify by saying, "nay." Motion carries.

Okay, we'll go on to the next topic, Topic Number Nine, "Higher Education." Are you prepared? Is it complete?

**Ms. Davis (ND)**: I'm from Turtle Mountain Reservation. Good Afternoon. I'm presenting Topic Number Nine which is "Higher Education."

We had thirty-one resolutions, and if we tried to go through all of them we would really be here a long time. What I want to do is give you a summary of those resolutions, and I know that there are some of you out there who have questions about some of the information that is contained within some of the resolutions, and we can get to those in the discussion.

The broad categories that we discussed were student aid; and here we talked about post-secondary education for Indian/Alaska Native students, and that it should be an entitlement; student aid should not be reduced by the amount of BIA education grants; proposals to increase student financial assistance; and we have a resolution opposing the practice of colleges that allow student self-identification as a sole criteria for Indian status.

For tribal colleges, we had several resolutions regarding the tribal community colleges, including funding at the legally authorized level for the existing colleges and increased funding for any new tribal colleges; also, support establishing development centers at the colleges, and the issuance of an executive order requiring agency-wide support for the tribal colleges.

Access: we proposed a number of amendments to increase tribal access to various programs, including the Higher Education Act, Vocational Education Act, and Job Training Partnership Act.

Professional development: we have proposals that the number of Indian/Alaska Native educational and health professionals be increased. We also have proposals requiring faculty, teachers to take courses in tribal history, culture and language.

Research: we propose a research initiative through the Department of Education which will use native scholars to address tribal needs. The results of which will be disseminated widely to tribes and tribal organizations.

Curricula: we have proposals calling for more development of tribal histories and relevant curricula, including native language curriculum. We have proposed increased support for tribal learning centers to promote cultural and historic preservation.

I would like to make a motion that we accept the thirty-one resolutions as they are presented in your packets.

**Ms. Garcia**: Is there a second to the motion? Any discussion?

There is second by Ross Swimmer. Discussion? Yes?

**Ms. Lobert-Edmo (OR)**: I would like to discuss Resolution T9-2 pertaining to the elimination of standardized tests which eliminate prospective teachers.

I had the experience last year of chairing a Governor's Task Force on Minority Teacher Work Force. Part of the charge of the task force was to find ways of increasing minority teachers in the State of Oregon. One of those ways was to eliminate the teachers' CBS Test. California Basic Skills is given to all students who enter into schools of education and before they can receive their license to teach.

We were successful in eliminating the test by an order through our Teachers Standards and Practice Commission, which is our certification agency in our state. After we did this, we had a one hundred and eighty-day rule by which time the state would re-evaluate this order. We had such intense lobbying from the legislature, the public and the governor to reinstate the CBS Test, and we learned that, politically, legislatures and the public want to know that those teachers that are in their schools are capable of passing basic skills.

So, if this resolution is to become a reality there must be some other way to certify, or the use of alternative testing mechanisms language that should be put into a resolution such as this, if it is to have any chance at all in the various states.

**Ms. Bird**: Could you please tell us if you are in support or against. We need to have that for time.

**Ms. Lobert-Edmo**: I am speaking against that resolution.

**Ms. Carter (NC)**: For Resolution T9-14, the last paragraph on that page, I would like to strike a word, make an insertion and an addition. I'll read:

> The White House Conference on Indian Education strongly recommends that colleges and universities establish articulation agreements with high schools which would furnish general education requirements to potential students and lend expertise to K-12 programs....

I would like to strike "on reservations" and insert " . . . in Indian Country and urban Indian communities and TCCs," and add, " . . . and other post-secondary institutions supported by tribal resolution."

**Ms. Bird**: Are you making a motion then to amend that provision?

**Ms. Carter**: Yes.

**Ms. Garcia**: Is there a second? Second from California. Is there any discussion on that particular portion of the amendment?

**Mr. Shingoitewa**: On T9-14 that you are talking about, if you will look at that resolution a lot of that information is contained in T9-25. I would like to offer another amendment depending on what you feel is appropriate. If you look at T9-25, that type of language, it talks quite a bit of that. I would like another different amendment to T9-14 which expands --

**Ms. Bird**: Out of order. There is an amendment and we need to vote on that first.

**Ms. Garcia**: Any other discussion on the amendment? There is a call to read the amendment again.

**Ms. Carter**:

> The White House Conference on Indian Education strongly recommends that colleges and universities establish articulation agreements with high schools which would furnish general education requirements to potential students, and lend expertise to K-12 programs in Indian Country and urban Indian communities and TCCs, and other post-secondary institutions supported by tribal resolution.

**Ms. Garcia**: Okay, there was a motion and second. Question's been called. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

**Mr. May (CA)**: I have a technical amendment to Number T9-15. Basically what happened is that we got just the first part printed out, and we didn't get the rest of it. So, I would like to read the rest of it.

This is the only provision that we have that I can see so far in our resolutions that deal with the use of technology for our educational systems, and I think we really need to be able to get right in there and make sure that they don't forget us. We sometimes get at the end in terms of getting funding for networking, telecommunications, computers and so on. I would like to read this real quickly.

> The White House Conference on Indian Education strongly recommends that appropriate federal agencies launch a major initiative to support implementation of the latest information technology for higher education in Indian communities, and in academic programs for American Indians/Alaska Natives, specifically,

A. That the appropriate federal government agencies immediately determine and implement advanced technology that delivers post-secondary education successfully to Indian communities and programs.

B. That grants be made available by the federal government to Native American communities and educational programs for the purchase of high technology equipment and computer hardware and software to support local higher education.

C. That the Office of Indian Education provide technical training for Indian higher education staff to adapt and develop more appropriate and a greater number of technical tools to meet the specific needs of Indian students and faculty.

D. That Congress appropriate funds and amend the appropriate statutes to provide for telecommunications for Indian communities and higher education programs, including access to the National Research and Education Network.

That was just recently enacted, and we want to make sure that we are included there.

E. That federal and tribal programs provide support to organizations active in the areas of cultural and historical preservation.

I would like to make a motion that we amend that particular resolution to include this.

**Ms. Garcia**: Where is a second? Massachusetts. Is there any discussion on the amendment? Question's been called? All those in favor of the motion, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

**Mr. Coser (OK)**: I would like to make reference to Resolution T9-10 and secondary recommendations. Spokesperson Davis made reference to increased funding seeking to establish new tribal community colleges, and I do not find that in that recommendation Number One. I would like Number One to be specific other than to use "resources," or in addition to that. I feel that it should read:

> That the Executive Branch provide increased funding, resources, and technical assistance for feasibility studies for tribal communities seeking to establish tribal community colleges.

The motion is to amend Number One of these secondary recommendations to include "increased funding."

**Ms. Garcia**: There's a second by Wilma Mankiller from Oklahoma. Any discussion on the amendment? Question's been called. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

**Mr. Shingoitewa**: Going back to T9-15, there is just a small thing on a "Whereas" that I would like to ask be amended, and further reason for it is that I believe although we're talking about higher education, there is a need for continuity when it comes to technology through the school system. We are asking for an insertion, and it would be on a "Whereas" where it says, "WHEREAS, the delegates have reviewed Recommendation," and if you will proceed down there to " . . . launch a major initiative to support implementation of the latest information technology for elementary, secondary, and higher education in American Indian/ Alaska Native communities . . . ." This would not only help our education, but it would support the system within the total educational program.

I make a motion that we make the amendment.

**Ms. Garcia**: Is there a second? Second from the delegate from Wisconsin. Any discussion on the amendment.

**Mr. May (CA)**: Just one quick adjustment. I also mentioned on the part that I read, "higher education," and we may want to re-look at that, because that doesn't talk about that. I don't think that there is any other place in any other resolutions that deal with the K-12. I don't know whether we need a separate resolution to deal with K-12, or we need to incorporate it into this resolution even though we were specifically dealing with higher education.

**Ms. Bird**: If it's a contradictory motion to the amendment that's already been passed on T9-15, then we would need a separate resolution for that -- if you consider it to be contradictory.

**Mr. May**: No, I don't consider it to be contradictory. I think that we need to make amendments to the amendment as well as to the language that he had mentioned. He had mentioned that where we say "higher education," we should also deal with education generally. Perhaps we should --

**Ms. Bird**: Okay, let's go ahead and handle this amendment, and then come back and do a clarification on the other amendment.

**Mr. May**: The other thing is that we could maybe make a parallel one that might make it even stronger -- take this one and make a parallel resolution for K-12.

**Ms. Bird**: It's up to you.

**Mr. May**: I don't know how we would word that, but can I make another motion on that?

**Ms. Bird**: We do have this motion on the floor that we need to deal with, and then we'll come back and --

**Mr. May**: Well, I would see this as a friendly amendment to his.

**Ms. Bird**: Right, it is a friendly amendment, but we need to resolve this one first.

**Mr. Shingoitewa**: Madam Chair, I believe that one of the things that -- I guess with those of us who deal with the whole spectrum, I think that there needs to be continual tie-ins from as young as they are -- if we're going to deal with technology, science and math there has to be a continuity. So, that's the reason why we would like to -- even though we're talking about higher education, there has to be that push from early childhood to higher education because that's what we seem to be heading for. If there is a way of doing that, that's fine. It's just that I think we would like to at least have strength put into a program that will go to the White House signifying that we're not only just starting at the top, but we do want to get this started as early as possible.

**Ms. Garcia**: A question's been called on the amendment. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

I would like to recognize the woman in the back.

**Ms. Abeyta (NM)**: This is in reference to T9-29. I would like to recommend the recommendation to read:

> The White House Conference on Indian Education recommends that Indian undergraduate and graduate students receive adequate financial support and the institutions provide linkage of job opportunities for students while attending colleges and universities, and these linkages shall provide employment upon graduation.

Also, I would suggest a secondary recommendation that would specify some funding levels for graduates and undergraduates: the funding for undergraduates be at sixty million dollars, and $2.5 million for the American Indian Graduate Center.

**Ms. Garcia**: Is there a second on that motion? Second from Sam Suina from New Mexico. Any discussion on the amendment? Question's been called --

**Ms. Davis**: For clarification purposes, we have other resolutions that pertain to student financial aid, and would be addressing the undergraduate education programs. In T9-21 we talk about the entitlement, and in the copies the recommendation sheets were not printed. However, the delegates who worked on this in committee put the recommendations into the action plan. And so, it is in the document but it's in the action plan as far as the funding for undergraduates. It wasn't in the packet.

**Ms. Garcia**: If that's satisfactory to Ms. Abeyta, she can rescind her motion.

**Ms. Abeyta**: I rescind the motion.

**Dr. Demmert**: I have a point of clarification. On the resolution that she just referred to -- twenty-one -- the paragraph, as written, is fairly unclear, and I'm wondering if that could be explained.

**Ms. Davis**: Yes, this resolution addressed entitlement. We recommended in the committee that higher education be an entitlement for all Indian students regardless of other funding sources, and that the Bureau of Indian Affairs would fund every student at their need -- not just at their need, they were entitled to an education. So, we didn't come up with a dollar amount, we just said that every Indian student would be entitled to a higher education.

**Dr. Demmert**: The question I was asking is the intent of the first sentence because it doesn't read right; it appears that there's a word or something left out: "The White House Conference on Indian Education strongly recommends that Congress provide financial aid and the American Indian Alaska Native students on an entitlement basis." There are some words missing.

**Ms. Davis**: I believe that should read " . . . financial aid to American Indian/Alaska Native students on an entitlement basis."

**Ms. Huff (CA)**: Resolution T9-7, the last paragraph on the first page: "The White House Conference on Indian Education strongly recommends that state certification include a requirement for teachers . . ." and then it says "of Indian teachers." I think you may mean " . . . of Indian children to receive six hours of cultural relevant courses; and the federal government make available to tribal governments [and I would like also have inserted there and Indian organizations'] develop codes for institutional accreditation and certification of academic discipline."

**Ms. Davis**: I believe that would change the intent if we were to open it to Indian organizations.

**Ms. Huff**: Mostly teacher training programs are state universities, and what you are suggesting is that all of the tribes can develop a code if they're near there, but suppose they aren't. In California many of them are not. Who develops the codes then?

**Ms. Bird**: Would you put your ideas into a motion, and then we will take a second and do debate on that.

**Ms. Huff**: All right. Let me do the first thing here: "for teachers of Indian teachers," is that a typo? Well, what about teachers who are not Indian who will be teaching in the public school? You don't want them to be required?

**Ms. Davis**: I believe that was a typo. It should have been "all teachers."

**Ms. Huff**: -- okay, so " . . . include a requirement for teachers of Indian children." Any teacher who comes through a state system who will be teaching Indian children, you want them to have training. Am I correct or am I reading this wrong?

**Ms. Davis**: All teachers.

**Ms. Huff**: All teachers? Okay. So, " . . . strongly recommends that state certification include a requirement for all teachers to receive six hours of Indian culturally relevant courses."

I move that that paragraph read:

> The White House Conference on Indian Education strongly recommends that state certification include a requirement for teacher certification include a requirement for all teachers to receive six hours of Indian culturally relevant courses, and the federal government make available to tribal governments and Indian organizations develop codes for institutional accreditation and certification of academic discipline.

**Ms. Garcia**: There's a motion. Is there a second? California. Any discussion on the amendment? The gentleman from Alaska? It's only on the amendment.

Delegate: I am against the amendment because the way I'm understanding this is that the White House Conference on Indian Education strongly recommends that state certification include a requirement for teachers of Indian teachers. The professors may be -- a requirement for professors of Indian Education major, or something like that, to receive six hours of culturally relevant courses. I think that one of the things that's happened is that the professors that are teaching the students education are ignorant of student mentality. Therefore, they don't understand the papers that their students are producing for them.

So, I think that if we change the wording in the way that it is being amended that we'll change the intent of the resolution.

**Ms. Garcia**: Any further discussion on the amendment? Mr. Murray.

**Mr. Murray (WY)**:

> The White House Conference on Indian Education strongly recommends that state certification include a requirement for teachers of Indian students to receive six hours of culturally-relevant courses.

The intent of that is so that within our schools we are teaching history, we are teaching government, we are teaching six hours minimum of a culturally-relevant material. At this present time there is no process in state certification at any place where they require other requirements, but they do not make a requirement for this. And with our uniqueness, I think it should be included.

The only way that we can effectively impact this is have it within the state certification where it is a requirement.

**Ms. Garcia**: Any other discussion on the amendment?

**Mr. Davis (ND)**: I have a question on the number of hours. I guess this is a question for Carol Davis. Is that six quarter hours or six semester hours, or is that six contact hours? I am assuming that it is semester hours.

**Ms. Davis**: Semester hours. I imagine it would be six semester hours.

**Ms. Garcia**: Six semester hours. Any other discussion on the amendment?

**Ms. Huff**: Could you read that again now to see if we've got it all in the record, or do you want me to. Shall I read it all again?

**Ms. Garcia**: Any other discussion on the amendment?

**Mr. Numkena (UT)**: I think there's confusion here, which is very evident. Some people are talking to training of teachers, and some people are referring to training of instructors in higher education. That's what I'm hearing.

**Ms. Huff**: No, we're talking about training of teachers -- at least, this is my reading of it. All we really want is that the state education departments that certify teachers have six hours of Indian-related courses that are mandated to receive this certification.

**Ms. Garcia**: Can we have you re-read the amendment.

**Ms. Huff**: All right.

> "The White House Conference on Indian Education strongly recommends that state certification include a requirement for all teachers to receive six semester hours of American Indian culturally-relevant courses...." That's that part.

**Ms. Garcia**: Okay, I would like to recognize the --

**Ms. Brittan (OK)**: Madam Chair, it is my understanding that university personnel are not required to have state certification. Only public school personnel have state certification. If that's the case, then if we are requiring state certification it must only relate to the personnel teaching the students.

**Ms. Huff**: That's right.

**Ms. Garcia**: I would like to recognize the "motioner" there -- you weren't finished, were you?

**Ms. Huff**: And then there's a -- "...and, the federal government make available to tribal governments and Indian organizations [I think] funds to develop codes for institutional accreditation and certification of academic discipline."

**Mr. Shingoitewa**: Madam Chair, there's already been a motion made; she's already several changes on it; we have a motion and we either vote against one way or another.

**Ms. Garcia**: I was just going to call for the question there, Leroy. There is time for debate, though, and she's asking for clarification.

**Mr. Shingoitewa**: She's already made one motion.

**Ms. Bird**: There is one motion on the floor, but we have been allowing for points of clarification, and I think many of the people who have spoken are giving points of clarification.

**Mr. Shingoitewa**: Okay, then I would like to ask for clarification, too, because I think there's real confusion in "teachers of Indian students" and "teachers of Indian students in colleges." I think when we're dealing with certification we are dealing with those outside of the college ranks because state certification requires certain hours in certain things to be state-certified. Universities do not require that -- you either have a Masters Degree or above, and that's the way it goes. So, I think that there is some misunderstanding, and I would recommend to the person who has made the motion that we get on with the vote and see what happens.

**Ms. Bird**: We need a call for the question.

**Ms. Garcia**: Question's been called. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." The "nays" have it.

**Ms. Arkeketa (TX)**: I want to speak in reference to T9-20. I am in favor of this resolution. I would like to make a motion to amend this to also state that:

> The White House Conference on Indian Education recommends that state governments, institutions and agencies develop a plan and dialogue to provide summer internships that will prepare students for employment with these agencies; and, the BIA and IHS should develop a plan and dialogue with all Federal agencies to provide summer internships and to provide for future employment and to [this is my amendment] enforce the requirement of the Indian Preference Act to apply to all Federal agencies.

And this is to apply to not just the BIA and the IHS, but all Federal agencies because as of now the Indian Preference Act only applies to the BIA and the IHS agencies; also there is nothing to mandate that anyone claiming to be an American Indian has to provide proof. With the enforcement of the Indian Preference Act with all Federal agencies, this will enforce that. As of now, the affirmative action programs in the Federal agencies are being abused by non-Indians because they find that as a protection for their employment.

**Ms. Garcia**: Is there a second on the amendment? Second from Lloyd Elm of New York. Any discussion on the amendment? Question's been called. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

**Mr. Pego (TX)**: I have a question about T9-23. The intent seems to be an admirable one, if I understand this correctly -- that is, that we would make financial assistance available to encourage people to get into and stay in the higher education process. But, I have a real concern about the phrase that says " . . . to establish a loan forgiveness plan for Indian teachers and education professionals . . ." because many of these loans -- as you well know -- are held by private financial institutions. So, I don't want to see this whole issue dismissed out of hand by some imprecise wording. Maybe we could put in some sort of vehicle for allocations that would help these professionals repay such loans; or, maybe we should consider dropping it all together.

But, if somebody from the committee that put this together could explain what they had in mind it would be helpful.

**Ms. Davis**: In this particular resolution we were asking for the forgiveness of loans for students who had to make the federal loans. That's why we suggested that amendment be made to the Higher Education Act.

**Mr. Pego**: Is there some way we could specify the loan programs?

**Ms. Davis**: The Higher Education Act is where the Student Financial Aid Loan Programs are.

**Mr. Pego**: This also could be interpreted to be those loans held by private banking institutions, and I would hate to see the whole thing go down because somebody thought that we were referring to something that we're not actually intending to be included in this language.

**Ms. Davis**: Are the private lending sources listed in the Higher Education Act? Do you know?

**Mr. Pego**: I'm not certain. I would not want this to read "all loans" because I don't think we can effectively ask for legislation that would force private lending institutions to just forgive loans.

**Ms. Bird**: Can you fashion a motion to accommodate your concerns?

**Mr. Pego**: If we cannot clarify, I would like to see that phrase dropped.

**Ms. Bird**: Can you make a motion to that effect?

**Mr. Pego**: Okay. I would like to make a motion that we amend this resolution to say: ". . . to establish a federal loan forgiveness program."

**Ms. Garcia**: Okay, there's a motion. Is there a second? Motion dies without a second.

**Dr. Demmert**: I have a friendly amendment. Resolution T9-5. First page:

> That the White House Conference on Indian Education mandates that financial and other resources be provided to tribal education departments, tribal colleges, and Indian institutions of higher education . . . .

I would like to insert "and Indian students" after "education" and before "to increase the number of American Indians in graduate study in areas consistent with tribal/Indian community developmental needs."

**Ms. Garcia**: Is there a second? Thomasina Jordan from Virginia. Any discussion on the amendment?

**Ms. Davis**: We have no problem from the committee.

**Ms. Garcia**: Would you please re-state the amendment?

**Dr. Demmert**: That after the phrase "Indian institutions of higher education," I would add "and Indian students." All of this is institutional support. There was no student support in this section for graduate students, and I thought it was important to fund some of them directly.

**Ms. Garcia**: Any other discussion on the amendment? Question's been called. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

**Ms. Stock (NY)**: Two questions quickly, if I may, both clarifications. The first one, there are a lot of typos and grammatically incorrect statements in these resolutions, because of the rushed time, things had to get done and were quickly copied off, and so on. I'm just wondering because a motion was made that we accept these things as presented. I would hate to have things go into a final report that way without some polish. I don't know if that's going to happen. That's my first question. That's true of a lot of the resolutions -- typos and then some grammatical areas.

**Ms. Garcia**: There will be a lot of technical editing that will occur.

**Ms. Stock**: All right, second point of clarification. I don't want to beat a dead horse but on Resolution T9-7, I really think the confusion still remains. If I'm hearing correctly, I think the amendment was knocked down. So, it still states that we're recommending that state certification include the requirement of the teachers of the teachers. It still says here --

**Ms. Bird**: I apologize, but that's out of order.

**Ms. Stock**: I'm asking you. Is that what it still says? I'm asking for clarification.

**Ms. Bird**: The amendment failed, and as it is in your packet is how it stands.

**Ms. Stock**: I know that it has already failed and so on. Is there any hope that there will be any further discussion of this matter -- because I heard two things. And, when she was trying to clarify her amendment, she was interrupted and I felt like there was a real problem with order in the room in general.

**Ms. Bird**: I'm real sorry, but you're out of order and we need to move on to the next item. You can, however, make a new motion.

**Ms. Stock**: That's what I'm asking. Is there a chance that we could introduce, towards the end or something, a motion which would include the requirement for --

**Ms. Garcia**: You can do it now.

**Ms. Stock**: Okay. I'm not sure what you mean. The motion which I was supportive of and I heard others say that they were supportive of was recommending that state certification include a requirement for the teachers of Indian students, no matter what age, receive six hours of culturally-relevant course work regarding American Indian Alaska Native tradition and culture. I make that motion.

**Ms. Garcia**: Is there a second? Second from Oklahoma.

**Mr. May (CA)**: Real quickly. Also add in six semester hours.

**Ms. Stock**: I concur.

**Ms. Garcia**: Any other discussion on the amendment?

**Mr. LaFrance (NY)**: I am in favor of this in principle, but what I'm not in favor of is just targeting teachers of Indian students. It is the purpose of this whole conference, and its focus, by saying that not only teachers and students throughout the whole public school system, or whatever it, is be aware of who we are. And, if you limit it to teachers of only Indian children, how are the institutions that produce teachers -- is there a crystal ball that someone is going to look through to see where these future teachers are going? So, I would strike "Indian teachers" and say "all teachers." Thank you.

**Ms. Garcia**: Any other discussion on the amendments?

**Mr. Davis (NC)**: Just some insight into this. "The White House Conference on Indian Education strongly recommends that state certification include a requirement for teachers of elementary and secondary education receive six semester hours . . ." and so forth. Is that what we're saying?

**Ms. Stock**: If it's all right for me to change my motion to read that way so that it includes what they said, I agree with that. I think that that's more appropriate.

**Mr. Shingoitewa**: Madam Chair, can I have a clarification on what she's saying. Maybe this will help. Remember that universities and colleges either have quarter hours or semester hours. You really have to be careful the way you say that. It's either six hours either way because you do have quarters and semesters.

**Ms. Garcia**: Could you please re-state your motion.

**Ms. Stock**: All right.

> The White House Conference on Indian Education strongly recommends that state certification include a requirement for teachers of elementary and secondary education to receive six hours of culturally relevant courses on American Indian and Alaska Native tradition and culture.

He just said not to say "semester hours" because there are semesters and quarters. Is that what you said?

**Ms. Garcia**: Any other discussion on the amendment. Question's been called.

**Ms. Stock**: Six credit hours.

**Ms. Garcia**: Question's been called. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

**Mr. Shingoltewa**: Resolution T9-30 -- I would like clarification on the last "Whereas." It says:

> The White House Conference on Indian Education strongly recommends that graduate study be funded at adequate levels, and increased funding provided to tribal governments for the implementation of graduate programs and research. Tribes should then place priorities on graduate programs and coordinate tribal research efforts.

Is this graduate program to be established through scholarship funding, or is it where the tribal governments set up the graduate programs, or is it tribal colleges? I'm not sure exactly, and I need clarification so that if it's not clear I can make an amendment on it.

**Ms. Davis**: This resolution is in reference to student funding.

**Mr. Shingoltewa**: Then I would like to make the following amendment to this: going down, "graduate study to be funded at adequate levels and increased funding provided to tribal governments for the implementation of graduate program funding and research." Strike out the last "tribes" through "efforts" because we're talking about funding. Thank you.

**Ms. Garcia**: Is there a second to the amendment? Theresa Price from Arizona. Any discussion on the amendment?

**Ms. Bread (KS)**: Would you please repeat the motions after they make them from the podium because we are getting confused. You need to clarify that for us.

**Ms. Garcia**: We will have the people who are moving clarify that. Thank you. Will you repeat the amendment please?

**Ms. Bread**: You repeat it, please. You, the chair.

**Ms. Garcia**: I don't have the luxury of having what you have before me. Okay. "The White House Conference on Indian Education strongly recommends that graduate study be funded at adequate levels and increased funding provided to tribal governments for the implementation of graduate programs [insert funding' and research']." And then we should delete from "tribes should then place priorities on graduate programs and coordinate tribal research efforts." Delete that portion.

Any other discussion on the amendment? Question's been called. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

**Mr. Sandoval (TX)**: Resolution T9-8:

> That the White House Conference conferees support and urge the Congress of the United States to provide supplemental funding to tribally-controlled colleges and post-secondary institutions supported by tribal resolution to increase the number of professional personnel within Indian Nations through retention programs and innovative learning strategies by enacting state and Federal legislation.

**Ms. Garcia**: Okay, there was a motion to change the language. Is there a second? This is Resolution T9-8, the last "Whereas:"

> That the White House Conference conferees support and urge the Congress of the U.S. to provide supplemental funding to tribally-controlled colleges and post-secondary institutions supported by tribal resolution to increase the number of professional personnel within Indian Nations through retention programs and innovative learning strategies by enacting state and Federal legislation.

They inserted "and post-secondary institutions supported by tribal resolution" after "tribally-controlled colleges."

There was a second from California. Any discussion on the amendment. Question's been called. Do you have discussion?

**Ms. Davis**: This was a resolution that pertained to the tribally-controlled colleges. We have several programs that offer teacher training, and we wanted to earmark funds for those tribal colleges that offer teacher training. If it was open to all post-secondary institutions it would change the intent.

**Ms. Garcia**: Question's been called on the amendment. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." The "nays" have it.

There has been a call for the division of house. Okay, everybody get your little papers out. Use your green pieces of paper.

**Mr. Elm (NY)**: Madam Chair, may I make a point of information while we're preparing this. It appears to me that the substance of the last amendment could have gone through. I think we're concerned about total amount of money, and I think within this conference we have been directed -- or there is a feeling -- that we should be concerned about total amount of money. If you take just our population in this country, and if we would get one percent or 1.5 percent of what is given to foreign countries today, all of our needs would be met. I don't think we should be considering amount of money.

**Ms. Garcia**: Okay, do we have our counters ready to go? Okay, all those in favor of the amendment, raise your green sheets. Hold them up. Counters, count the green sheets.

Will the presenter who made the amendment please come up? I don't have the proposed amendment before me in order to re-read it. Was the amendment on the post-secondary school insertion?

**Ms. Bird**: I will go ahead and read this amendment:

> That the White House Conference conferees support and urge the Congress of the U.S. to provide supplemental funding to tribally-controlled colleges and post-secondary institutions supported by tribal resolution to increase the number of professional personnel within Indian Nations through retention programs and innovative learning strategies by enacting state and Federal legislation.

This is the amendment that you are voting on now.

The amendment passes by a vote of eighty-eight to eighty-two.

**Ms. Phillips (AL)**: I would like to move that Resolution T9-5 be amended -- the last paragraph please on page one, amended to read as follows:

> That the White House Conference on Indian Education mandates the financial and other resources be provided to tribal education departments, tribal colleges, Indian institutions of higher education, and state-supported colleges and universities to increase the number of American Indians in graduate study in areas consistent with tribal community developmental needs.

**Ms. Garcia**: Okay, is there a second to that amendment? Second from Texas. Any discussion on the amendment?

**Mr. May (CA)**: I want to speak against the amendment because we have already dealt with this, and what we added was "tribal colleges, Indian institutions of higher education, and Indian students." I think it was Bill Demmert that put that in. This is redundant to do this again.

**Ms. Garcia**: Any further discussion on the amendment? Question's been called. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." Motion fails.

I would like to recognize the co-chairperson.

**Mr. Bordeaux**: I would like to move an amendment on Resolution T9-10 in "Secondary Recommendations" to either amend number three or to add a six. I am going to attempt to amend number three unless I come up with some opposition or some clarification.

> That Congress amend the Tribally-Controlled College Act to provide funding for the development of graduate and post-secondary graduate at tribally-controlled community colleges. And, furthermore, that the Department of Education be authorized to provide funding for same.

Thank you.

**Mr. Gipp**: I second.

**Ms. Garcia**: Any discussion on that amendment?

**Mr. Cramblit (CA)**: I would offer a friendly amendment to further say "post-graduate" as well.

**Ms. Garcia**: Any other discussion on the amendment? Question has been called. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

Any other?

**Dr. Downing (OK)**: I would like to move the adoptions on all the amendments on Number Nine as they are. If I get a second I would like to speak to it.

**Ms. Garcia**: Is there a second to that motion? There's a second. Any discussion?

**Dr. Downing**: May I speak to my motion? We have looked at these amendments and looked at these amendments, and we're making a second round on most of them and doing very little changing. I think it's time we move on.

**Ms. Dixon (CA)**: I would also like you to be aware that there are a lot of us that have a repetition of Number Eleven, and some of us do not have Number Twelve. So, we are not aware of what the amendment is or the resolution of Number Twelve. Also, some of us do not have Number Nine in our packets.

**Mr. Shingoitewa (AZ)**: Madam Chair, may I just answer to that motion since this is discussion. I would just like to make it clear to the delegates that we have that privilege of discussing these amendments and all these resolutions, and to the person who had made the motion to adopt everything you will do apart everything that we have worked on thus far. So, I think the delegates need to keep that in mind as you vote, and I will vote against that motion that he made.

**Ms. Garcia**: Question's been called. All those in favor of the main motion signify by saying "aye." All those opposed, signify by saying "nay." "Nays" have it.

Are there any other changes on Resolution Number Nine?

**Ms. Davis**: For those who do not have Resolution Number Nine, I will read it for you: "That the White House Conference strongly urges that state and Federal government mandate that all teachers take courses in tribal sovereignty, culture and history of Native Americans."

Number Twelve:

> That the White House Conference on Indian Education hereby requests that the President and Congress direct the states to provide financial support for non-Indian students attending tribally controlled colleges as tribal colleges do not receive funding through the Tribal Community College Act for non-Indian students.

**Ms. Rhodes (OK)**: I would like to postpone those until we have them in our hands.

**Ms. Garcia**: Is there a second? Arizona. Okay there is a motion and a second to postpone Resolutions Nine and Twelve. Question has been called. All those in favor of the motion, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

**Ms. Bird**: Maybe at this time you want to make a motion to go ahead and accept those that you have amended and have discussed so that we can have those completed in the record, and then come back to the others.

**Ms. Garcia**: There's a motion. Is there a second? Mr. May of California. There's a motion and second. Question has been called. All those in favor of the main motion, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

Okay, next topic, Number Ten. Is Ten complete and ready to go : "Native and Non-Native School Personnel?"

**Mr. Buffalo (MN)**: Maybe just before we start with Topic Ten, earlier in this discussion on Topic Nine a sheet of paper was passed around which informs us about a rally. And, it lists several state delegations, and it suggests that these state delegations have taken some action to support this activity. I've talked to my delegation, and I wish whoever did do this that you would have granted us the respect to appear before our delegation and ask our consent to appear on this paper. I think that if we're not granted that respect -- and we've heard a lot about respect today in many speeches, so at least grant us the respect of appearing before our delegation and making your request before you put our name on a paper that suggests support for any activity. Thank you.

**Ms. Garcia**: Thank you, Sir. Topic Number Ten.

**Mr. J. Johnson (CA):** Madam Chair, I will be talking about Topic Ten, "Native and Non-Native School Personnel." Before I introduce the resolutions and the plans of action, let me say that I certainly appreciate the group that I had the opportunity to work with and the facilitators. I did appreciate working with all those folks, and I do appreciate the abilities and the skills of this young lady that I had the opportunity to watch and observe for the past day and a half -- Mistie Wind. I commend her for her work, and I look forward to seeing her name at many other conferences and efforts that are working towards the improvement of education outcomes for our children.

Before I begin, let me say that our group also got involved in much discussion around the issues that affect our students. And, this particular topic got to be very expansive. It also became very difficult for us to whittle down the elements that we wanted to talk about and to present resolutions to you. Our approach may be a little different in that we did an overriding resolution and then attached our action plans to that.

In our efforts in trying to be as precise and comprehensive as we could, we also ran into the same problems that many of you had in terms of inadequate time. As a result, you have before you in hard copy a very rough draft on what we put together. I know that Ms. Stock from New York has been editorializing these particular documents. I don't know if you want me to go through and dot the i's and cross the t's on everything. But, let me go through it, and I will give this hard copy that I have to the recorders so that they'll see it.

Under Action Plan Topic, "Teacher/Administrative In-Service/Pre-Service Training" -- Recommendations: Primary Goal (A), and Secondary/Supporting Goal (B). The subcommittee title should actually be "Native/Non-Native Subcommittee." Recommendation A -- "Primary Goal" should read: "The Native/Non-Native Subcommittee believes that there is an immediate need to develop and support the recruitment and retention of American Indian and Alaska Native professionals at all educational levels, including higher education."

Item III(A) should read: "The Native/Non-Native Subcommittee believes that we need to support the existing and future institutions, including Indian-controlled colleges that will provide professional development opportunities for all school employees. I'm reading under Action Plan Category "Teacher/Administrative In-Service/Pre-Service Training." It's an attachment to the resolution. Item IV under "Strategy," delete the word "important." It should be "impact."

Moving to the next topic, "Student Issues," the primary goal should read: "The Native/Non-Native Subcommittee believes that learning environments need to exist that protects, respects and reinforces the culture, language and values of native people."

Recommendation II(B) should read:

> Tribal governments and schools must recognize that they play an important role in providing [not 'proving'] professional development opportunities for all education employees.

Under II(A-3), should read:

> Tribes need to cooperate with administrators and other school personnel, to foster a positive learning environment for Indian and Alaska Native students.

Item III(A-4) should read:

> Educators of American Indian and Alaska Native students must have access and/or be provided access to university expertise and training to address the educational issues affecting students.

Item III(A-5), strike the first sentence. It should read:

> Students will be provided with, and will have access to, comprehensive student support services.

Our third action plan, "Family/Community," under III(A) it should read:

> Tribes should be involved in partnerships with school districts to ensure an education that produces Indian and Alaska Native citizens who can participate in their local communities as well as in the larger community of the dominant society.

Under III(C) it should read:

> State departments of education must provide leadership by mandating school districts with significant American Indian and Alaska Native populations to initiate

collaborative partnerships designed to foster respect for our languages, culture and traditions.

III(D) should read:

Federal regulations for all categorical program monies should require states to involve American Indian and Alaska Natives in the development of state program plans.

Under IV(A), we would like to strike the word "unique" on (A) -- third paragraph, line two, strike the word "unique."

Madam Chair, on behalf of the Native/Non-Native School Personnel, I would like to make a motion that the resolutions, as adopted by the subcommittee, be put forth to the body for a vote. I have a second.

**Ms. Garcia**: Second from Oklahoma. Any discussion on the topic presentation?

**Dr. Swan (MT)**: I sat in this group by second choice yesterday, and I made some points clear which came from state reports. Those points dealt with the training of native and non-native personnel -- that we had to take a look at our teacher training projects that we had before, such as the Teacher Corps and Career Opportunity Program, and had to see a major infusion of new money both within Interior and Education for training of teachers, principals, special education counselors, etc.

I was assured that this recommendation would be part of the resolution. In this resolution there is nothing substantial about it except in the last one asking for funding. I would hope that the group would consider expanding upon this resolution. I think we have the opportunity now to call for new teacher training programs in Indian Country. And, if we don't ask for it now we're going to lose out. It's the same way with the Indian fellowships section. I had hoped there would be included a pay-back system in here. We have too many Indian fellows under Title V getting fellowships with no intention at all of going to work for Indian people. We must tighten up the legislation.

And, I had hoped it was going to be addressed in the resolution. I was assured by the facilitator that this provision would be incorporated into the final paper. These points have been left out.

**Ms. Bird**: Bob, you could make a motion to go ahead and amend that resolution if you want to do that at this time.

**Mr. Johnson**: I appreciate Dr. Swan's concerns. As the spokesperson for the group, I don't think we had anybody that could assure him of anything in those committee meetings. I recognize his position on the Advisory Committee, but neither I nor anybody on the committee had any attention of assuring anybody that a particular portion of a resolution would be guaranteed. This particular resolution was brought about by consensus, and participation of the members of the committee. I was not allowed to stay at that second half. I appreciate his concerns, and we would welcome it if you would like to put the amendment in. That's fine.

**Ms. Garcia**: Okay. There was a motion and a second. Question has been called. All those in favor of the motion, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

**Mr. Weasel Head (MT)**: This is Group Eleven reporting incomplete. The documents should be handed out soon.

**Ms. Garcia**: Is there another group that's ready?

**Mr. Shingoitewa**: Earlier we had made motions to postpone, and as soon as it was open we were to go back to those sections that we have postponed. I recommend we start that process now, and those that are not ready then I would assume that those resolutions would die. I think that we need to get through with the job that we were sent here to do.

**Ms. Garcia**: We'll go back to Topic Two. Did you make a motion, Leroy? Okay, there's a motion and a second. Question has been called.

**Ms. Bird**: The motion on the floor calling for question now is that we continue on without taking a break right now, and we go back to those items that we had earlier tabled or postponed. That is the motion before us for a vote now.

**Mr. LaPlante (IL)**: Madam Chair, before we do, I think all the groups that we're going back to now, had materials that needed to be passed out. So, if those could be passed out we would be ready to go.

**Ms. Garcia:** Okay, call for the question. Question has been called. All those in favor of the motion, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

Topic Two information is here, but it needs to be passed out. So, if the presenters are ready we'll go ahead and turn it over to them.

**Ms. Yellowfish (OK):** Going through our recommendations from the "Well-Being of the Community and Delivery of Services," Topic Two, we will start out with "Student Issues." I will start reading as they are passed out:

> [Number One]. American Indian/Alaska Native students will have the opportunity for improved counseling services. These services would include life-coping skills, mental health counseling, traditional healing practices involving tribal and community support.
>
> [Number Two]. American Indian/Alaska Native students will have the opportunity for support services which includes funding, services, and trained professionals regardless of residency. This is to include the need for parent day care programs and specialized classes for Indian students and health screening.
>
> [Number Three]. Retention of native students must be a priority. Plans to increase counseling and academic services for support of native students to succeed is necessary. High standards and expectations are a must for native students, and we must emphasize quality and academic preparation. Native students must be encouraged to reach high goals and receive instruction and academic counseling. This is from early childhood to higher education.

The next one, Topic Two, "State Issues" -- it is out of sequence in your packet.

> [Number One -- the group is recommending that] assure accountability and safeguard funding and other resources (staff/facilities) to tribes and tribal organizations.

"Federal Issues," Topic Two:

> [Number One]. There be a uniform funding schedule for all educational programs on a calendar year basis for planning purposes.
>
> [Number Two]. Identify funds for tribes to establish a local education and educational support services plan.

"Other Issues," Topic Two:

> Recommend that all educational programs to receive federal funds adhere to the Indian Religious Freedom Act.

"Educational Issues," Topic Two:

> [Number One]. There be Indian education and administrative professionals involved in the education of Indian youth.
>
> [Number Two]. Integrate Indian history and culture as an ongoing part of mainstream curriculum.
>
> [Number Three]. There be accountability for student outcomes and meeting of educational goals and objectives from early childhood through adult education programs.

"Family Issues," Topic Two:

> [Number One]. Set aside funds for Head Start that will include full funding for early childhood services for all Indian organizations, both tribal, urban and rural regardless of income and residency.
>
> [Number Two]. Greater autonomy and independence be afforded to tribes and Indian community based organizations to provide comprehensive integrated services that are school based.:
>
> [Number One]. Communities define their own comprehensive needs. There be funding to provide quality services including parenting, mental health, social services, legal services, and other unmet needs to ensure the education of community members.
>
> [Number Two]. Facilities be adequate, comfortable, appropriate, accessible for students and year-round community activities.[Number Three]. Adequate funding be made available for

existing facilities to be renovated or new construction, when necessary, to include maintenance costs.

I'd like to have a motion to accept the recommendations.

**Ms. Garcia**: Is there a second. Virginia Thomas from Alaska seconded the motion. Any discussion on this? Question's been called.

**Question**: Thank you, Madam Chair. On "Community/Tribal Issues," this is one of those sessions I attended as a second choice. I make a motion to add a number four to the recommendations under "Whereas," or under the "Resolved" clause calling for the amendment of P.L. 100-297 to authorize and mandate funds for legal services to local school boards. I make this motion because we have noticed, as members of local school boards, that while P.L. 297 empowers local school boards to govern local schools, no funds have been provided when local school boards make decisions which necessitates the hiring of a lawyer to represent them. That is my point, and thank you.

**Ms. Garcia**: Is there a second to that motion.

**Ms. Yellowfish**: That is included in there. We inserted legal services. It was not included in the final report -- "legal services" is included. Item One for "Community and Tribal Issues" it says: " . . . to include parenting, mental health, social services . . .," included right after that is "legal services." It's not on your copy.

**Questioner**: I would ask that that phrase be drafted to include what I said.

**Ms. Yellowfish**: That's fine.

**Mr. Shingoitewa**: Madam Chair, I have a question on other issues on Topic Two. I need clarification from the motion maker on "WHEREAS, all education programs to receive federal funds should adhere to the Indian Religious Freedom Act." I would like a clarification because in the schools there are some things that we also must deal with in regard to the religious aspect. I understand and I respect our religious freedom that we have, but I'm just wondering what the reasoning or purpose for this other issues amendment.

**Ms. Yellowfish**: May we have Linus Everling clarify that for us, please.

**Mr. Everling (IHS)**: We originally drafted that after reviewing the information that we were given, including that from the states. One of the concerns was that American Indian/Alaska Native students were being discriminated against as far as their cultural and religious beliefs. So, all we're asking with this recommendation is that schools, and particularly the public schools where the Indian student may be alienated, adhere to the Indian Religious Freedom Act. Is there some further clarification you need, Leroy?

**Mr. Shingoitewa**: Linus, I would think that it would need to be re-worded because it stipulates here that -- I understand the respect that we need from the schools, but I also have a question regarding the way it is stated. I don't want to have schools be cut off from federal funds for our Indian students for this phrase, and I guess that's why it's unclear to me.

**Ms. Yellowfish**: May I have a recommendation for a language change.

**Mr. Everling**: You know, presumably much of what we're asking for under the Indian Religious Freedom Act is found under the United States Constitution, the First Amendment. So, I don't think we're really asking for anything extra-constitutional. we're just asking for basic Indian and religious freedoms to be recognized.

**Ms. Yellowfish**: And, basically, we're asking for respect of that.

**Mr. Shingoitewa**: I understand that very well, but I'm going to go ahead and ask that the issue be deleted from the rest of the format.

**Ms. Garcia**: There is a motion to delete the language. Is there a second on the Religious Freedom Act language? Is that what you're referring to, Leroy? Okay, there's a motion. Is there a second. Are you seconding the motion? Oklahoma.

Any discussion on the amendment?

**Mr. Tullis (AL)**: I'm afraid if we don't adopt a blanket prohibition against saying anything about the Indian Religious Freedom Act then we had better go back and read some of the ones that we've already passed. We passed two or three that have mentioned similar things. And so, if we're going to come along now and pass one that says we totally ignore the act, it's going to be in opposition of what we've already passed.

**Mr. Everling**: I'm in opposition to Leroy's amendment. I would ask that Leroy rescind his motion and maybe give Tricia Tingle, from Texas, an opportunity to draft something that might be in line with his concerns.

**Mr. Shingoltewa**: I would be amenable to withdrawing my motion if they would like to work on it with different language.

**Ms. Garcia**: Motion's withdrawn.

**Ms. Yellowfish**: I would like to ask for a motion that we accept all others and postpone this until the language is developed correctly.

**Ms. Garcia**: Okay, there was a second from Donna Rhodes (Oklahoma). Call for the question. Question's been called. All those in favor of the motion, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

**Ms. Yellowfish**: Thank you. I would like to thank our group that worked with this, and I would like to acknowledge that we had one person in particular, Mildred Cleghorn (Oklahoma) -- a tribal chairwoman. She was born a prisoner of war as one of Geronimo's decendents. I don't know if she's still here, but thank you.

**Ms. Dunham (MI)**: Madam Chair, Topic Number Three is ready. Thank you for letting me come again before you. In your package of information that you received is Topic Three that says "revised." I'm not guaranteeing that all the typos are out of this, and there is one page that I have to tell you that needs to technically be in another place, but other than that you basically have the work efforts of Topic Three's Delegate Committee.

Delegates, dump your old Topic Three packet, the things that were included in your first set of resolutions. This is a completely new package. I'm Turtle Mountain Chippewa and the spokesperson for Topic Three. The suggestion that I would like to make right now is as you are glancing through these, when you look at 3-9 that you also look for the rest of the action plan on page thirty-four. That page did get put out of sync. It's the Federal section of the action plan that goes along with Resolution 3-9.

I would also like to reiterate what some of my other colleagues have said. The delegates in Topic Three worked very, very hard together. We put in not only our committee time, but many, many long hours in addition to that. We are very committed to the topic and to the magnitude of the topic that we were given. I would like to commend all of their efforts and all of our good relationships that were developed in putting together these resolutions to bring before you.

The delegates of Topic Three move for support for the following package of fourteen resolutions offered with strong recommendations and action plans to address the literacy, academic achievement and high school graduation issues facing our American Indian students, families and communities. Do I have a second?

**Ms. Garcia**: Is there a second? Second from Betty Mangum of North Carolina. Any discussion on the motion?

**Mr. Crambilt (CA)**: I would recommend that Section 3-5 be postponed out of that. Since there's no resolution, I would postpone until final resolution can be drafted.

**Ms. Garcia**: Is there a second to that amendment? Second from Donna Rhodes from Oklahoma. Any discussion on the amendment? No discussion. Call for the question. Question's been called. All those in favor of the amendment to postpone 3-5, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

**Mr. Crambilt**: I would extend that to any of them that do not have final resolutions -- 3-3 is like that as well as 3-1. It says "Be it also resolved, and be it finally resolved . . . ." They have plans for further resolutions. Also, 3-2 --

**Ms. Dunham**: I think I can offer some clarification. If there isn't an action plan attached to these primary goals of the resolutions, it is because it hasn't been typed into that format, our apologies. Our disk disappeared.

For example, on 3-5 you have the "Whereas" language. If you go to the action plan, "All educational programs in whole or in part by Federal dollars must be at minimum, be culturally sensitive and representative of the state, and are regionally representative of American Indian peoples." So, if you look at the "Federal Primary Goal" on the action plan, if you feel that a strongly stated resolution is missing, that's where you're going to find it because on the Federal level, the primary goal is the resolution statement re-stated. Some of the resolution formats are kind of rough.

**Mr. Shingoitewa**: I have a motion that because the format that was given to us previously stipulated that there were three ways of presenting resolutions, and one of those was that if there was a working copy that statement on that resolution would be "per working document." And, therefore, the motion that was made by my colleague from California was that we would amend the resolutions to state on those words where it says, "Therefore, be it resolved" that the working document is the resolution.

**Mr. Dunham**: You are simply following your rules. If you go ahead and vote on your main motion at this time to accept the document, as prepared, since it is complete -- and we'll vote on that motion that is on the floor on this time. It is complete, but just in a different format.

**Mr. Crambilt**: I will withdraw my original motion then.

**Ms. Garcia**: Call for a question on the main motion. Question's been called. All those in favor of the main motion, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

Topic Number Four -- "Safe Alcohol Drug-Free Schools?"

**Mr. LaPlante (IL)**: This particular section, we ended up handing materials out three different times. So, it will be a little bit complicated going through this. Hopefully, what I can do is take a little bit of time -- I apologize in advance -- and just ask for some patience. But, I think it is necessary to clarify each one of these issues, and I don't think it will be as difficult as it sounds.

In the last section that we just passed out, the document entitled "04-01," that particular resolution reads: [bottom of the first page]

> WHEREAS, there has been significant lives lost due to drug alcohol-related illness, suicide, and accidents, and
>
> WHEREAS, there exists minimal substance abuse for tribal and off-reservation Indian communities; and
>
> WHEREAS, limited funding for technical assistance and the development of culturally sensitive resources have been provided to tribal governments and other Indian organizations in the development and provision of services.

Those are two inserts, and then there is a final resolution that reads:

> Finally, be it resolved that the above recommendation for increase be adopted for implementation with the accompanying action plan.

That is number one. 04-02: basically, this was not included (numbers one, two, and three were not included in the original packet this morning). The only change that we made to that is on the fourth "Whereas" where we just added "number two" behind the word "recommendation," so it reads: "WHEREAS, the delegates have reviewed Recommendation Number Two;" and, on the next "WHEREAS" under (A), we have added "alcohol and drug abuse education and prevention." The top of the next page, (L) reads "Collaboration and Coordination of Services at Local, State, Tribal and Federal Level." That is Resolution Number Two.

Number Three was not included. This particular one -- there were no changes to what we had originally proposed. This resolution is designating that we seek funding, and also resources other than funding for after care programs which have been largely overlooked in the continuum of services in alcohol and drug prevention.

Number Four -- this was included in the original package. We made a revision that came around in the last supplement. The changes are a little bit substantive in this one so I would like to read the resolution. The fourth "Whereas" on the first page, we changed it to read:

> WHEREAS, American Indian students have special needs due to cultural differences and history;
>
> WHEREAS, present treatment services do not address cultural uniqueness of American Indians;
>
> WHEREAS, [we struck the word 'urban' here] American Indians do not have ready access to culturally sensitive treatment;
>
> WHEREAS, American Indians daily experience complex societal demands for which resources are inadequate;

WHEREAS, American Indian professional treatment specialists are few;

WHEREAS, treatment centers for youth abusing inhalents and chewing tobacco are unavailable.

THEREFORE, BE IT RESOLVED that the above recommendation be applied to funding sources including, but not limited to, IHS, BIA, OSAP, and the U.S. Department of Education requiring that services to tribes and urban community based prevention/intervention treatment services support the development of culturally sensitive materials be adopted with the accompanying action plan.

That is our fourth resolution. The fifth resolution that was included in the original packet this morning has no changes. That particular resolution is seeking -- the last "Whereas" on the page, "WHEREAS, educators and other agency care givers need to be culturally competent and respectful to cultural issues specifically related to Native American family dynamics." What we are getting at in this particular one is cultural competency in training not only teachers, but also providers of prevention and treatment services.

Resolution Number Six was in the original packet this morning. This one stands as it is.

> . . . Seeking a legislative amendment to P.L. 99-570, Drug-Free Schools and Community Act, which excludes elementary and secondary schools funded by the Department of Interior from eligibility for grants awarded to local education agencies.
>
> BE IT RESOLVED that a legislative amendment to the Drug-Free Schools and Community Act, P.L. 99-570 is sought to include 'elementary and secondary schools funded for Indian children by the Department of the Interior' within the definition of a 'local education agency' [LEA] so that these schools serving Indian children will be eligible to (a) receive state drug-free school monies for the development of prevention programs; (b) receive training and technical assistance from the five 'Regional Centers for Drug-Free Schools and Communities;' and (c) receive any funds designated by the Department of Education as discretionary funds.

That is our Resolution Number Six.

Number Seven was included in the original draft this morning. Here we are seeking funding for technical assistance specifically in relation to the development of culturally-sensitive resources that can be used in prevention, intervention and treatment programs, including things like diagnostic materials, assessment of those that may be subject to falling into the high-risk category, or even an active abuser.

Number Eight: this one, I believe, was not included in the original this morning. I will read the "Whereas" at the bottom of the page:

> WHEREAS, tribes and schools have the responsibility for the well-being of their members, and
>
> WHEREAS, Indian families look to the tribal officials for leadership, health care, education and protection, and
>
> WHEREAS, tribal leaders are capable of exerting influence for and on behalf of their communities, the delegates have reviewed the recommendation, Promote Safe Environment through Tribal Leadership and School Collaboration.
>
> THEREFORE, BE IT RESOLVED that tribes take the leadership role in promoting a safe and healthy environment with cultural sensitivity.

Number nine was completely scratched by our committee at the last minute. We'll skip to Resolution 04-10. This one is dealing with certification of substance abuse counselors and those working both in treatment and prevention fields. There was no change to this particular one that was in the draft this morning.

I'm going to skip right now to the last one, 04-12 because on 04-11 I will defer to Bob because he dealt more with this particular issue. It's also included in the resolution that we will seek to adopt, but I will skip over to the last one right now. The resolution is basically looking at the development of a clearinghouse. Starting with the last "Whereas" on the first page:

> WHEREAS, the delegates have reviewed Recommendation Number Twelve and found that access to accurate and up-to-date information is lacking in Indian communities,

BE IT RESOLVED that funding be sought for the establishment and operation of a national clearinghouse that will develop, publicize the availability of, and widely disseminate the most readily available, accurate, and up-to-date information on effective programs, audio-visual material and other curricula materials for drug abuse education and prevention programs and elementary and secondary programs designed for Indian youth, and coordinate these activities with national media efforts, and

BE IT FURTHER RESOLVED that funds be awarded to individuals, educational agencies, community-based organizations, and tribal groups for the purpose of researching and developing materials pertinent to alcohol and other drug issues among Indian youth and their families for the purpose of program development and dissemination.

THEREFORE, BE IT RESOLVED that model youth programs which demonstrate success in reducing use and abuse of alcohol and other drugs be developed, implemented and replicated and that necessary resources, including funding, be provided for establishment of ongoing maintenance.

FINALLY BE IT RESOLVED that the above recommendation be adopted with the accompanying action plan.

Now, what I am going to do is defer to Bob, and he can explain 04-11 for you.

**Dr. Swan**: 04-11 deals with school construction, and they stuck it in under "Safe School Environment." We were not instructed at the time that we drafted the action plan that we had to do a resolution. I would like to clean that resolution up, and make an amendment to our own resolution, and have some better language inserted in.

I would like to read that, and then move for the adoption of the amendment first:

WHEREAS, the delegates have reviewed state recommendations for a safe school environment in that the United States government as per its trust responsibility must provide construction funds for safe and adequate facilities for American Indian and Alaska Native children attending [P.L.] 815 public schools, BIA-funded schools, and tribally-controlled community colleges due to the outdated and dilapidated conditions of these facilities.

So, I move for insertion of that amendment into the "Whereas" at the bottom of that first page and strike the rest of that language dealing with school facilities.

**Ms. Garcia**: Before you do that, I think we have to have a main motion on the presentation if it's complete.

**Mr. LaPlante**: I would like to make a motion that the resolutions put forth in this Topic Four, "Safe and Alcohol Drug-Free Schools" be accepted.

**Ms. Garcia**: Second by California.

**Dr. Swan**: Madam Chair, I would like to amend Resolution Eleven with the language I just read.

**Ms. Garcia**: Is there a second to that amendment? Second from California. Any discussion on the amendment? Question's been called. All those in favor of the motion for the amendment, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries. I recognize the delegate.

**Ms. Twohatchet (OK)**: On Resolution 04-02, I would like to add an "L" and an "M" to include fetal alcohol syndrome information and prevention and teen pregnancy issues.

**Ms. Garcia**: Second? Arizona. Is there any discussion on that amendment. Question's been called. All those in favor, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

**Mr. Shingoitewa**: I have a question on 04-05 for clarification. Your resolution is directed to the development of improvement of education programs to make them more relevant to the needs of Indians. On your "Therefore, be it resolved" you go from multicultural education training down to public schools to institutions of higher learning. Then you go to community-based Native American trainers and then end up with BIA boarding schools. It's very unclear to me, the intent of the "BE IT RESOLVED" because I also feel that it's not only the boarding school system but any Federally-funded institution which needs to upgrade their training program in dealing with the multicultural and drug and alcohol abuse.

So, if it's what I said about the multicultural education and drug and alcohol, my amendment would be to go into the fourth "BE IT FURTHER RESOLVED, the BIA review its training program . . ." for all the Federally-funded education programs, not just the boarding schools.

**Mr. LaPlante**: I support that. Maybe we could even omit the word "BIA" -- "BE IT FINALLY RESOLVED that all federally-funded training programs for educational personnel be reflective with the intent of this resolution."

**Mr. Shingoitewa**: I make that motion.

**Ms. Garcia**: Is there a second. Second from Andrea Barlow from Idaho. Any discussion on that? Question's been called. All those in favor of the main motion, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

**Mr. Lamenti (CA)**: I would like to add an amendment to 04-08, at the bottom of page one where it says, "WHEREAS, tribes, Indian communities and schools have the responsibility for the well-being of their members;" the second page, "WHEREAS, Indian families look to the tribal officials and community leaders for leadership, health and education protection; WHEREAS, tribal and community leaders are capable of exerting influence. . .," etc.

**Ms. Garcia**: Is there a second to that amendment. Question's been called. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

Question on the main motion. All those in favor of the main motion, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

We're back to Topic Seven.

**Ms. Arkeketa (TX)**: Seven: "American Indian Culture and Languages." I have a resolution, 7-8:

> THEREFORE, BE IT RESOLVED that the White House Conference on Indian Education Native Language and Culture delegates hereby approve this resolution requesting the President of the United States, the Honorable George A. Bush, and Congress of both the Senate and House of Representatives recognize, acknowledge and support the need for native language and culture as a significant instrument to the improvement of American Indian education.

On the second one, I have done some changes on it but I would like to read the one with my changes from what's on here:

> The White House Conference on Indian Education Native Language and Culture delegates also request that the Federal, public, parochial and community school systems receiving Federal funding for American Indian learners expedite the implementation of the Indian Religious Freedom Act by immediately developing dress code policies and regulations that reflect the traditional, cultural and religious expressions practiced by the students.

On the "dress code" I want to add "dress and hair codes." Number three:

> In this recognition and acknowledgement, the White House Conference on Indian Education Native Language and Culture delegates further request that the U.S. Department of Education recognize, acknowledge and support the importance to carry out the intent of this resolution.

**Ms. Garcia**: Okay, there was a motion. Is there a second. Second from Donna Rhodes, Oklahoma. Any discussion? Question's been called. All those in favor of the motion, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

Are there any other topics outstanding? Eight and eleven? I want to make sure. Is Eight ready.

**Mr. Iron Cloud (DC)**: Our topic area was "Structure for Schools." If you will bear with me for just a minute, you had handouts and you should have received your new handouts. 8-R-1 is fine, leave as is. There is a technical editing change -- very, very minor. I'm going to go through and let you get your packet in order so that we can go through these and not get hung up.

8-R-2, replace with your new 8-R-2. This is very minor. There is just a slight change in the clause, but it's significant enough to warrant the change. 8-R-3 is okay. 8-R-4, replace 8-R-4 with just plain "four," it will just have the number "four." You did not have 8-R-5, so you will have a new 8-R-5:

Under "Structure for Schools," the group premise was that a total revamping of Indian education must encompass a holistic and visionary approach which is culturally relevant, designed by and for Native Indian governments to meet the needs at the local level. We started with basic premises, one of which was 8-R-1. The resolution is:

WHEREAS, the delegations have reviewed the recommendation:

Regional Indian Educational Research Institutes -- it shall be the policy of the federal government to provide sources of funding for Regional Indian Educational Research Institutes to develop and implement Regional Indian Educational Research Plans for the purpose of: (1) identifying effective teaching practices that maximize Indian and Native Alaska learning; (2) establishing a repository of research information that is fully accessible by regional tribal groups, organizations, and local education agencies; and (3) developing a collaborative relationship between the institute and regional tribal groups, organization and local education agencies in the creation of the research plans.

Resolution 8-R-2:

WHEREAS, tribes, Indian communities, schools and districts are now required to assess local needs for funding purposes, and

WHEREAS, those needs are best determined at the local level, and

WHEREAS, educational personnel and parents are best equipped to determine the needs of their students in their community; and

WHEREAS, funding does not always allow those locally-assessed needs to be met.

THEREFORE, BE IT RESOLVED that it shall be the policy of the Federal government to maximize full funding for Indian education programs based on locally assessed needs as determined by tribes, Indian communities and schools, and it should further be the policy of the Federal government to provide for the coordination of funds for all Indian education programs.

Resolution 8-R-3:

BE IT RESOLVED that Congress pass legislation to ensure that the policy of the Federal government to promote and support the development of coordinated infrastructures for education services to all Indian children as determined by the tribes, Indian communities and schools.

Resolution 8-R-4:

It shall be the policy of the Federal government and states to support the development of appropriate alternative structures to address the unique cultural, linguistic and educational needs of Indian students as determined by tribes, Indian communities and schools.

And, Resolution 8-R-5:

BE IT RESOLVED that it shall be the policy of the Federal government to take immediate steps to fully implement those existing statutes, rules, regulations, court orders which support restructuring of schools.

THEREFORE, BE IT FURTHER RESOLVED that the above recommendation be adopted with the accompanying action plan.

Action plans accompany all of these resolutions. When we speak about a holistic approach and about infrastructure needs, it is not unlike the numerous discussions that we have had here today. We're talking about the total integration of services from birth, through adulthood, through to our elders. We're talking inter-generational. We're talking long-range visionary planning. We're talking about the coordination of all services that teach, be it Indian Health Service, BIA, pre-school programs. They need to be coordinated and directed towards teaching the whole fabric of the Indian community and designed at the local level. Mr. Chair, I move that these resolutions be adopted.

**Mr. Nageak (AK)**: I second the motion.

**Mr. Bordeaux**: Open for discussion. Questions been called. All those in favor of the motion, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

Topic Number Eleven.

**Mr. Weasel Head**: A task force group of thirty-one people met on Topic Eleven -- "Adult Education and Lifelong Learning." There was a segment handed out in the second round which was stapled together, front and back side.

We have ten resolutions with some minor changes and typographical errors, misspellings, and things like that. The resolutions have been gone over by the subcommittee, and accepted by the subcommittee. I would like to submit them and make a motion to accept this package as is.

**Mr. Bordeaux**: Do we have a second. Bob Swan of Montana. Discussion? Being no discussion, call for the question. Lloyd Elm of New York called for the question. All those in favor of the motion, signify by saying "aye." All those opposed, signify by saying "nay." Motion carries.

And now we'll need to go back and pick up those items that were outstanding or tabled or postponed. Dave Gipp, delegate from North Dakota.

**Mr. Gipp**: Mr. Chair, I'm not sure of the procedure on this but the Resolution 1-3 was taken off this morning, and if it is necessary I'll make a motion for reconsideration unless the chair rules that we can simply take it without a vote of reconsideration.

**Ms. Bird**: This morning we allowed you to go ahead and table that motion when it was more appropriate to have postponed it. However, with the two-thirds majority voice vote we can entertain that motion for Resolution 1-3. So, if you would like to make a motion to have your resolution reconsidered, you can do that now.

**Ms. Lobert-Edmo (OR)**: Point of order, please. It's also necessary, if I recall the rules, that the maker of the motion for reconsideration must have voted on the prevailing side of the motion that was tabled. So, I would ask if the chair would ask if the maker of the motion if he did vote on the prevailing side this morning.

**Mr. Bordeaux**: Did the maker of the motion vote on the prevailing side this morning?

**Mr. Gipp**: I voted against postponement at that time.

**Mr. Bordeaux**: So, then we'll need somebody else to move the motion. Marion Boushie from Washington so moves. Looking for a second.

**Dr. Demmert (CA)**: I second it.

**Mr. Bordeaux**: California seconds. Open for discussion.

**Mr. Gipp**: May I make comments on reconsideration?

The comment that I would have is that there is a revised version, and my understanding is that we were sent back out to re-work this, and we met with a number of delegations to revise the language. So, there should be a new 1-3 either distributed to you or about to be distributed, if the motion prevails for reconsideration.

**Mr. Bordeaux**: Is there a call for question on motion to reconsider. Donna Rhodes calls for the question.

**Mr. Elm (NY)**: I am going to speak to this motion, please. I would like to read the revised --

**Ms. Bird**: Could we ask you to hold off until we go ahead and decide whether or not we want to reconsider this motion? Then you can address it if we get it back on the floor.

**Mr. Elm**: We need to see it before we address it.

**Ms. Bird**: They are disbursing it now.

**Mr. Bordeaux**: All those in favor of reconsideration say "aye." All those opposed say "nay." The "ayes" have it.

**Mr. Elm**: Mr. Chair, I would like to request a quorum count, please.

**Ms. Bird**: Okay, to have a quorum we need to have one hundred seventeen delegates in here. We have had a motion to have a quorum count. Is there a second to that motion? Okay.

**Dr. Swan**: Point of clarification: it is my understanding that once we establish a quorum, that quorum prevails. So, I don't see any reason to re-count.

**Mr. Shingoitewa (AZ)**: I agree with Dr. Swan that once you have established quorum this morning, that quorum stands until you have been adjourned. We have only recessed for lunch.

**Mr. Plume**: Could you inquire if the resolution's been distributed.

**Mr. Bordeaux**: It is being distributed now.

**Ms. Bird**: The rules do say here that, "When the chair has called the meeting to order after finding that a quorum is present the continued presence of a quorum is presumed unless the chair or a member notices that a quorum is no longer present." So, I believe it is legitimate to entertain the motion to count to see.

Is there a call for question to go ahead and take a count on quorum?

**Mr. Bordeaux**: All those in favor say "aye." All those opposed say "nay." The "nays" have it.

**Ms. Bird**: You have a quorum.

**Mr. Plume**: I would like to take the time here to read through the resolution. I'll skip the "Whereas" and get right down to the actual language:

> ... that Federal legislation be enacted to authorize those tribes that have developed the capabilities to exercise tribal authority over all Federal education functions, programs and services on their respective reservations. The legislation shall provide adequate fiscal support in accordance with P.L. 100-297 to develop, implement, and maintain Tribal Departments of Education.
>
> Also, that tribes have the prerogative and option in accordance with their sovereignty, codes and plans to receive all Federal [and we omitted a word here, 'education'] education funds generated within the respective travel jurisdictions and territories. This authority would allow for the development of a planning process whereas tribal members would be consulted to develop codes and standards which reflect the cultural values of the respective tribes.

**Mr. Bordeaux**: Okay, thank you.

**Mr. Plume**: Mr. Chair, in the development of this particular resolution, and in our particular working group there was an attempt at one point to be as concise as possible in the development of a resolution. And, probably in our haste at the time we probably included other areas that we probably shouldn't have. But, this particular resolution was presented to our committee as a resolution coming from the State of South Dakota and the tribes of South Dakota. This resolution was developed with the intent of the tribes and it has a long history for the tribes of South Dakota to assert their sovereignty, to do for themselves, to empower themselves, and to operate their own systems.

Now, we're not attempting to be in conflict with any other tribes or with any other groups in the country. This is an act committed by other tribes in this country, and it is our intent that we be allowed this specific legislation. I make a motion that this be adopted.

**Mr. Bordeaux**: It's been moved and seconded by Letoy Eike of Washington. Discussion?

**Mr. Gipp**: Discussion. Mr. Chair, I would just explain to the delegates and to the chair that the proposed revision you have here was one reached earlier this afternoon to try to eliminate those issues of concern that we had from a number of groups. We had representatives from both tribes and from state-recognized groups here, and as you can see we did strike original language which spoke to issues of state-recognized groups, non-reservation-based groups, terminated tribes, and other groups that had potential problems with this. So, an effort was made to try to come up with a collaborative and cooperative effort on this thing. Our hope is that it will achieve some satisfaction for the majority of our delegates for passage.

**Ms. Crazy Bull (SD)**: I want to speak in support of this resolution, and ask all the other delegates here to support it as well. The Rosebud Sioux Tribe and other tribes in the Great Plains have made great progress, along with the Navajo Nation and other Indian tribes, to really govern our own education systems. We have made great effort to really have local control. We believe that that is our inherent right and responsibility. In Rosebud we have established a tribal education department, and we have passed a tribal education code. Through those efforts, though, we have come to realize that we need substantial funding in order to do accreditation and certification and to meet the needs of the students and teachers and adults in our communities. So, I want to respectfully ask that you give us your support because this resolution particularly affects those tribes that have already made these efforts. Thank you.

**Mr. Elm (NY)**: I would like to speak for this resolution. I was the primary one who resisted some specific language which appeared to be conflicting in the initial resolution. That no longer exists in this resolution. I'm speaking for the passing of this resolution right now. I'm comfortable with the revision that they've come forward with.

**Mr. Shingoitewa**: I agree with Mr. Elm about the way it has been revised. There is one other way that I would feel comfortable with, because I know what the direction of the tribes is. I agree with the tribes under the programs that exist within their reservations but, because we have public school systems, this would be an amendment to the second "Whereas." It says, "Allows that tribes have the prerogative and option in accordance with their sovereign codes, plans to receive all Federal education funds under P.L. 100-297 and P.L. 93-638, generated within their respective tribal jurisdiction and territories, that there is help until we find out where we stand in the public school system." That is my amendment. I make a motion.

**Mr. Bordeaux**: Do we have a second? We have a second. We are open for debate and discussion on the amendment.

**Ms. Pease-Windy Boy (MT)**: I rise to ask a point of clarification. I am really confused about what he's intending there.

**Mr. Shingoitewa**: Presently what is available to the tribes is they may control and contract out funding under P.L. 93-638 and also P.L. 100-297. What you are doing will strengthen that for tribes to go ahead and do so that they can run and control the education system. But, there is a fear right now among public school systems because we still need to deal with the state entity on how we are going to work with them. I think, at this stage, to not put our public schools (those that don't exist) into danger for our kids. I strongly agree with the tribes in getting control, but I just think that we have to deal realistically with what we have until we find an amendable situation in this idea. Under P.L. 93-638 and under P.L. 100-297, it is allowable. So, it's there now.

**Ms. Locke (SD)**: I'm from the Standing Rock Sioux Tribe. I would like to have you note that it says "tribes that have the prerogative and option" to do this. This doesn't mean that you don't have to do it if you don't want to do it. But, I would like to point out that many tribes beginning with the Northern Ute of Utah, the Southern Ute, the Pascua Yaqui, Tohono O'odham, the Red Lake Band of Chippewa, the Mille Lacs Band, the Rosebud Sioux, the Cherokee Nation of Oklahoma -- all of these tribes have taken the initiative to begin to write their education codes and establish their education departments, and develop their comprehensive education plans. These are all based on their own culture and languages. Many of these tribes, beginning with the Northern Ute, were negotiating with the state entities and the public schools. So, they do this very carefully -- it takes a long time, like a year or two, to even develop one code. So, they're very mindful of the public schools and the private schools within their jurisdiction.

So, just to point out that it says that tribes that want to do this, that they have the option to do this. Not everybody has to do this. For instance, there are many tribes such as the Standing Rock Sioux Tribe that do want to do this.

**Ms. Onco (OK)**: My concern is -- I can't remember his name -- his amendment may be wording more to the effect of, "After respective reservations this shall not include appropriations to urban, rural or non-reservation. . . ."

**Ms. Bird**: Are you speaking to the amendment that is now on the floor.

**Ms. Onco (OK)**: Yes, the wording on it. I would like it to be a little more specific.

**Mr. Shingoitewa**: I heard that, but as I said I believe in tribal control and I hear the concern. But, right now I may have opened up a hornet's nest but I know that the two laws that I stated would allow the tribes to do it. And, I think to play it safe for us, in Indian education as a whole, right now, would be the way to go. Right now, in answer to Pat Locke, I respect her and I don't go against anything else that has been amended in that resolution except for just that P.L. 100-297 and P.L. 93-638. That is all that I would like to have amended in that.

**Mr. Andreoli (CA)**: The California delegation would have to speak against this for two primary reasons, the first being that it contradicts some of the earlier proposals that we have accepted, and the funding is now following students in local control -- and that includes urban and re-located populations of which California has a significant number of the tribes that are supporting this. We are providing educational services for those students, and I think that we have to consider that. I would not want to thwart self-determination and the ability to be sovereign. But, I think that there is a significant population that has to be considered within this, and I would not like to undo the efforts of the progress that we have made today. Thank you.

**Mr. Tso (AZ)**: I think that I would like to talk in opposition to the amendment that's been proposed by the delegate from Arizona regarding the exercise of control over bureau-funded schools. We want to exercise authority and responsibility over all of Indian education. I think that to just limit it to just those bureau-funded schools is just an exercise in partial sovereignty. What we want is total tribal sovereignty; and, I think this is the proper way to do it because for those tribes that have that capability then, yes, let us exercise that authority. For those tribes that are still in that process, there is that option. So, I would basically talk against this amendment, but talk in favor of the resolution. Thank you.

**Mr. May (CA)**: I am speaking in opposition to the resolution mainly because it talks about those tribes that have developed the capabilities. I think that's a golden license for the Federal government to pick and choose between tribes -- which ones to which they'll grant the authority and to which ones they won't. I see this resolution as being anti-sovereignty for tribes. I think it could be changed to say those are all federally-recognized tribes since we're talking about federal programs here. I'm not even sure I want to go that far. So, I'm speaking in opposition to it.

**Mr. Cesspooch (UT)**: Are you speaking to the amendment or to the motion?

**Mr. May**: To the amendment.

**Ms. Bird**: You are speaking to the amendment presented by the gentleman from Arizona.

**Mr. Cesspooch (UT)**: All right. I'll save my comments until we speak to the main motion.

**Mr. Yazzie (AZ)**: I would speak against the amendment proposed, and make a statement that any exceptions made to a general resolution like this would undercut the very purpose of this conference. The resolution is written so that it is optional and it is based on the tribal government's compliance with its own laws and plans. I really feel that the inordinate fear of the government to address general tribal educational concern is not called for and as we were told during the day and during this conference, risk must be taken because we all recognize the failure of the present system. Thank you.

**Ms. Youngbird (ND)**: I represent three tribes. We do have a tribal education department, and the reason why we established that as tribes is that we were concerned about the fact that we were not recognized as Indian people. So, I am speaking against this amendment that was proposed primarily because the public schools that we have are well protected. That is not the issue here. We have already made the identification to many reports that the public schools are not doing the job. Why would we want to even consider supporting them or protecting their particular rights? We're talking about a sovereign nation, and within those boundaries which, it says very specifically in here, "within respective tribal jurisdictions and territories," we have the sovereign right to do that. That's what we're asking for. We shouldn't be asking for the protection of the public schools or for the state -- they already have protection.

So, I wanted to clarify that. I'm speaking against the amendment.

**Ms. Bird**: Time's up for debate on this amendment. So, question?

**Mr. Bordeaux**: Question's been called. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." The "nays" have it.

Now, back to the main motion. Randy?

**Mr. Plume**: Yes, we had a technicality. We omitted something on the first paragraph: "That Federal legislation be enacted to authorize those tribes that have developed the capabilities to exercise tribal authority over all Federal education functions, programs and services on their respective reservations and in Indian communities." That's one of the observations of the Oklahoma delegates, and I would like to move to have that included.

**Mr. Bordeaux:** Is there a second? Second from Virginia from Alaska. Call for discussion.

**Mr. May:** I would like to reiterate against the resolution itself because it says --

**Ms. Bird:** We're dealing with the amendment now so I'm going to have to rule you out of order, and you can come right back up as soon as we deal with this amendment.

**Mr. Bordeaux:** Question's been called. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." The "ayes" have it. Okay, back to the main motion again.

**Mr. May (CA):** I would like to speak against at least this wording. Maybe we can take care of that, too: " . . . those tribes that have developed the capabilities." Like I said, it's a golden license for the Federal government to pick and choose among larger and smaller tribes, and the smaller tribes do not have the capability to have that authority. I would like us to say "all tribes" instead of "those tribes that have developed the capabilities." So, I would like to make that as an amendment: replace "those tribes that have developed the capabilities" with "all tribes."

**Mr. Bordeaux:** We have a motion and a second to that amendment: to authorize all tribes -- replace "those" with "all." Do we have a debate on the amendment? Floor's open. Question's been called. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." The "ayes" have it. Back to the main motion again.

Call for the question on the main motion. All those in favor say "aye." Those opposed, say "nay." The "ayes" have it.

**Dr. Swan:** I have a resolution which carries over back to personnel. I would like to read that and submit it for the record. I have:

> THEREFORE, BE IT RESOLVED that the White House Conference on Indian Education delegates recommend to the President of the United States and the U.S. Congress that new funds be allocated to the U.S. Department of Education and the U.S. Department of the Interior for the purpose of training new native teachers, counselors, special education personnel, administrators and other professional personnel; and
>
> BE IT FURTHER RESOLVED that the White House Conference on Indian Education delegates recommend that no less than $12 million be included in the FY 1993 as well as in future fiscal years for teacher training programs; and
>
> BE IT FURTHER RESOLVED that Title V be amended to include language that requires Fellows to work in an Indian community for a period of time equal to the number of years the Fellow received Title V Fellowship Funding.

I move for that resolution.

**Mr. Andreoli (CA):** Point of order. Wouldn't we need to suspend the rules that we've created on submitting the resolutions to you in writing?

**Ms. Bird:** He submitted it in writing to us earlier, so we're going to go ahead and recognize that.

**Mr. Bordeaux:** So, it's been moved and seconded. Floor's open for debated. Question's been called. All those in favor of the amendment, say "aye." --

**Dr. Demmert:** You said the floor is open for debate? I would like to speak against that particular resolution primarily because I think it's very important for all Indian students in the country to be educated and to encourage their own children to move on to institutions of higher education and work toward a formal education -- whether it's a graduate or undergraduate degree. When the language in Part B of Title VI, as amended, was originally developed it was open-ended to provide that opportunity, and to encourage Indian children of all groups to move into professions. That's one point.

The second point is that Indians, regardless of where they are, can have a significant influence. I teach at Stanford University right now as a visiting professor of education. If I were to look for Federal funding under Title VI or Title V that had that provision, I would probably not have had an opportunity to receive Federal funding for that.

**Mr. Bordeaux:** Your two minutes are up.

**Ms. Bird**: Okay, that's accepted. He's another delegate deferring his time to allow him more time to speak. Go ahead and continue.

**Dr. Demmert**: I firmly believe that most Indian students that go on to college -- especially from rural areas and reservations -- will go back to activities that benefit that. But, in addition to that, I think it's very important to have Indians in IBM, to have Indians in the U.S. Congress, to have Indians in Uniroyal of California, or whatever, because they can play a role in influencing what those institutions to address issues that are important to Indians. I would think it would be a disservice, generally, to limit funding to only those students that went back to the reservation and worked in Indian Affairs.

**Mr. Bordeaux**: Any other discussion? Call for the question again. Bob Swan of Montana called for the question. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay."

**Ms. Bird**: The "nays" have it, and do you call for a division of the house. Okay. Counters.

**Mr. Bordeaux**: Do you want the resolution read again?

**Ms. Bird**: We'll read the resolution again before we take the count.

**Dr. Swan**:

> THEREFORE, BE IT RESOLVED that the White House Conference on Indian Education delegates recommend to the President of the United States and the U.S. Congress that new funds be allocated to the U.S. Department of Education and the U.S. Department of the Interior for the purpose of training new native teachers, counselors, special education personnel, administrators and other professional personnel; and
>
> BE IT FURTHER RESOLVED that the White House Conference on Indian Education delegates recommend that no less than $12 million be included in the FY 1993 as well as in future fiscal years for teacher training programs; and
>
> BE IT FURTHER RESOLVED that Title V be amended to include language that requires Fellows to work in an Indian community for a period of time equal to the number of years the Fellow received Title V Fellowship Funding.

[Count taken].

**Mr. Bordeaux**: We have eighty-five [85] for and forty [40] against. The resolution passes. Further unresolved business?

**Mr. Shingoitewa**: Yes, Mr. Chair, I have two resolutions which are in writing and given to the Chair, as well as to the parliamentarians. One deals with 6-8 which is "Readiness for School," which was not included in our first packet. I believe everybody has it now. That deals with fifteen percent of Head Start set aside. For those that are reading, I'll read the "Whereas,":

> WHEREAS, presently only four percent of the current National Head Start budget is identified for the American Indian Programs Branch;
>
> THEREFORE, BE IT RESOLVED that it is recommended that fifteen percent of the National Head Start budget be set aside specifically for the American Indian program's branch funding to increase the number of Indian children being served.

I make a motion that we approve this.

**Mr. Bordeaux**: Okay, it's been moved. Loren "Bum" Stiffarm of Montana, seconds. Floor is open for discussion. Question's been called by Loren Stiffarm. All those in favor of the amendment, signify by saying "aye." All those opposed, signify by saying "nay." The "ayes" have it. Resolution passes.

**Mr. Shingoitewa**: Another one that we have from the State of Arizona -- and the reason that we're doing this is that you know that Morris K. Udall has retired from his seat in the House of Representatives, and we feel very honored for the work that he has done for all the American Indian constituents throughout the United States. Therefore, we're introducing this resolution to ask for your help in sending him a message of appreciation. I would like to read, with your indulgence, the resolution honoring United States Representative, Morris K. Udall, and requesting congressional action:

WHEREAS, Honorable Morris K. Udall has retired from the United States House of Representatives after serving the people of District Two, the State of Arizona and the entire United States with great distinction for thirty years; and

WHEREAS, during his tenure in office, Representative Udall was a strong and compelling advocate for the rights and well-being of Native Americans and Alaska Natives and for the protection of the environment; and

WHEREAS, Representative Udall created a distinctive and honored reputation for honesty, integrity, dedication and humor that has become legendary, especially in the political turmoil of today's world, and

The legislative matters that he devoted his career in pursuing and the legislation that he was successful in seeing enacted are enduring testaments to his achievements that will affect future generations of Native Americans/Alaska Natives and all others in this country.

NOW THEREFORE BE IT RESOLVED that we the delegates convening for the 1992 White House Conference on Indian Education on behalf of the Indian nations, communities and youth that we represent, hereby express our sincere and heartfelt appreciation to the Honorable Morris "Mo" Udall. We applaud his outstanding and enduring achievements; we urge all tribal, state and national political leaders to use his career of achievement and his standards of integrity and devotion to duty as a model for all their actions.

BE IT FURTHER RESOLVED that we urge Congress to promptly enact enabling legislation to implement the Morris K. Udall Scholarship in Excellence and National Environmental Act. And, in conclusion, we say, 'May the Rainbow of Beauty Continue to Arch over His Life.'

And, I make a motion that we approve this resolution.

**Mr. Bordeaux**: Seconded by Arizona. Discussion?

**Mr. Weasel Head**: Discussion. For my honorable colleague from Arizona, I was wondering what happened to Martin Luther King Day during his term of office.

**Mr. Shingoitewa**: I'm sorry, I can't answer that question.

**Mr. Bordeaux**: Any other discussion? Carol?

**Ms. Davis**: I have a new motion.

**Mr. Bordeaux**: Call for the question? Lloyd Elm calls for the question. All those in favor, signify by saying "aye." All those opposed, signify by saying "nay." The "ayes" have it. Resolution passes. Carol?

**Ms. Davis**: As I reviewed the "Native Language and Culture" section of our document, I found that there was a lot of language encouraging and requesting support for the preservation of our language and culture. However, I did not see a resolution which requested a mechanism for doing this. And, therefore, I developed a resolution that I would like to read:

> BE IT RESOLVED that the White House Conference on Indian Education requests that the President of the United States and the Congress of the United States provide financial support for the establishment of archives, museums, and heritage centers for tribes so that research, preservation, and promotion of the culture, language and heritage of its members can be accomplished.

**Ms. Bird**: Is this a brand new motion, or are you amending language to something that has already been discussed here? If it's brand new we need to have that in writing, and it needs to be signed previous to your presenting it. These other motions have followed that procedure. Otherwise it's out of order.

**Mr. May**: I have submitted an amendment to T9-15 that does deal with that. If she could add that amendment to T9-15, which includes preservation of archives and support.

**Ms. Davis**: Mr. Chair, may I add that amendment to the document that the gentleman has spoken of?

**Mr. Bordeaux**: Yes.

**Ms. Davis**: Thank you.

**Mr. Andreoli (CA)**: I would also add that this is included in the Structure of Schools section, Group Eight, on "Research Centers." A lot of these same ideas have been already passed.

**Mr. Gipp**: I would second the motion, Mr. Chair.

**Ms. Bird**: Are you stating that the amendment that you just mentioned already has this language, or do we have to go back and amend it?

**Mr. May**: I can get the copy and read just that one phrase.

**Ms. Bird**: Why don't we go ahead and withdraw your motion and then we'll entertain a motion to amend this one? Will that satisfy you?

**Ms. Davis**: My motion was to amend T9-15, as he had described it.

**Mr. Bordeaux**: Question's been called for. All those in favor of the amendment, say "aye." All those opposed, signify by saying "nay." The "ayes" have it.

**Ms. Davis**: I have one more. In the section on "Higher Education," there were two resolutions that were not in the packet that have been passed out to the delegates. One of them was acted on in another session; however, the one resolution, T9-12 -- we were told that we should bring this one back once the delegates got a copy of it. I would like to read it with some corrected language:

> That the White House Conference on Indian Education hereby requests that states provide financial support for non-Indian students attending tribally-controlled colleges as tribal colleges do not receive funding through the Tribal Community College Act for these students.

**Mr. Bordeaux**: Looking for a second. Dolores Huff, California, seconds. Discussion? Call for question. All those in favor say "aye." Those opposed, say "nay." Resolution passes.

Next? Don?

**Mr. Weisen (MN)**: Yes, I was wondering if I could introduce a resolution? This is a resolution for OIEP/DOI to be an assertive advocate for the quality of education for all American Indian/Alaska Native children. We have copies there that could be passed out.

**Mr. Bordeaux**: Do you want to see the resolution?

**Mr. Weisen**: Okay, I'll read it. The "Whereas" clauses were the same as the others:

> WHEREAS, the delegates of the White House Conference on Indian Education call on the Office of Indian Education Programs to be an assertive advocate for the quality of education for all American Indian and Alaska Native children in coordinating comprehensive support for American Indian and Alaska Native students internally, and from other agencies in education, mental and physical health, juvenile justice and job training and in carrying out of the responsibilities for American Indian and Alaska Native students in public and bureau-funded [I'm making a few changes on this, by the way] and operated schools consistent with the wishes of the appropriate Indian education tribes and Alaska Native entities. They must assure that every Indian child has access to quality pre-school programs, whether center-based or home-based; provide ongoing training and involvement opportunities for parents; implement the local control provisions for P.L. 95-561 to its maximal extent to foster site-based management; embrace the effective schools' improvement model for all OIEP-funded schools by giving every school an opportunity to implement it; develop measures for school and student success that are authentic and relevant to reservation realities, tribal needs, and emerging work force; become the major advocate for tribal language and culture, realizing that this is the base for the need of the building of self-esteem, improving for success of Indian children; send a clear message to all OIEP employees from Central Office through the line office and schools that their major purpose and goal is implementing locally-determined educational outcomes of Indian children; provide ongoing access to on-site centralized training and technical assistance for school boards, principals, teachers, and administrators that reflect current and state-of-the-art trends.

**Mr. Bordeaux**: Do we have a second. Don Barlow of Washington, seconds. Discussion? Call for the question. All those in favor, say "aye." All those opposed, say "nay." Resolution passes.

**Mr. Davis**: Mr. Chair, I have some unfinished business from Subcommittee Two on "Well-Being of Communities." As you recall, we were charged with going back to reword the issues under "Other" about the Indian Religious Freedom Act. We have done rewording on that, with consultation of several people, as follows with the usual "Whereas's" followed by this "Whereas:"

> WHEREAS, recognition of American Indian religious ceremonies as they fall throughout the lunar year must be recognized as a basic human right of each American Indian/Alaska Native student attending any educational institution, recognizing that American Indian/Alaska Native religious ceremonies are as important and equal to Judaic Christian ceremonies and religious holidays.
>
> THEREFORE, BE IT RESOLVED:
>
> 1. That equal time be given to American Indian/Alaska Native students to practice and take part in and celebrate their religious ceremonies; and
> 2. That all educational programs to receive federal funds shall adhere to the Indian Religious Freedom Act consistent with the United States Constitution, the United States Supreme Court precedent, and congressional enactment.

**Mr. Elm (NY)**: Mr. Chair, I move that we adopt this amendment to the standing resolution.

**Mr. Bordeaux**: Is there a second? Thomasina Jordan of Virginia. Discussion? Question? All those in favor, say "aye." All those opposed, say "nay." Motion passes.

**Dr. Swan**: Mr. Chair, I've got a summary resolution for the conference that I would like to have considered, put together by Dr. Gerald Gipp (I would like to thank him). It is for immediate delivery to the U.S. President, George Bush, at the White House and it reads with the standard language, and then:

> WHEREAS, the United States Congress declared 1992 as the Year of the American Indian, and
>
> WHEREAS, President George Bush had declared himself the 'Education President,' and
>
> WHEREAS, the White House Conference on Indian Education delegates have passed a number of recommendations to improve Indian education during the White House Conference on Indian Education on this day, January 24, 1992.
>
> THEREFORE, BE IT RESOLVED that the White House Conference on Indian Education requests that President George Bush in his 1992 State of the Union Address establish American Indian and Alaska Native education as a major priority for immediate action in 1992 and future years.

**Mr. Davis (ND)**: I second the motion.

**Mr. Bordeaux**: Discussion? Question? All those in favor, say "aye." All those opposed, say "nay." Motion passes. Does somebody want to adjourn the business? Second? This is for the business, and then we're going to have closing remarks, and then the retirement of the colors. All those in favor, say "aye." All those opposed, say "nay." Motion passes.

Okay, I would like to turn the microphone back over to our Co-Chair, Ms Garcia of Arizona, for some closing remarks. Then we'll have a closing prayer and the retirement of colors.

**Ms. Garcia**: Well, what an accomplishment. It was really good, and I would like to commend all those who stayed. We would like to thank everybody who has come and participated and committed their time and long hours. I'm really proud of what we have done here today. It exemplifies the education level, the tribal leadership, the departments that we deal with day in and day out at the grassroots level; and I think it will be a document that we can all be proud of and that we contributed into.

I would like to thank the chairman of our committee, Ross Swimmer, the Advisory Committee members, especially the staff, Jim Gasser, Ben Atencio, Buck Martin, and all those who have contributed their time, a lot of sweat, and sometimes even tears. I would like to commend all those delegates that are here and made a good contribution to what is going to be the greatest document that is going to begin the implementation of a long-time in coming, long-standing vision that we have and will maintain and will continue to strive for in the future -- the year 2000 and on.

I just would like to thank everyone, especially my Co-Chair, Lionel Bordeaux of South Dakota, for the support and the hugs and just the encouragement. It is a great honor and pleasure for me to have co-chaired this conference with someone who is such a great leader in education as Lionel. I would like to personally thank him, and wish him a very good life after this. I know I'm going to see many more of you as we go on and continue our fight for justice in the area of education and other areas of tribal government and future survival for our people. Thank you, and we'll proceed with the closing of our conference. Thank you.

**Mr. Bordeaux**: Thank you, Nora. I, too, want to express my appreciation and gratitude to each and every one of you for the confidence that you had in us in that we had a lot of anxiety when came here. But, with friends that we have throughout Indian Country, such as ourselves, I know that the future of Indian children, and our own grandchildren, will profit one day from what happened here today. I want to thank each and every one of you from the bottom of my heart. Thank you.

Is Ashi Begay here for the closing prayer? If not, Jay DeGroat, are you still here? Jay's coming. We'll have a closing prayer and then the retirement of colors.

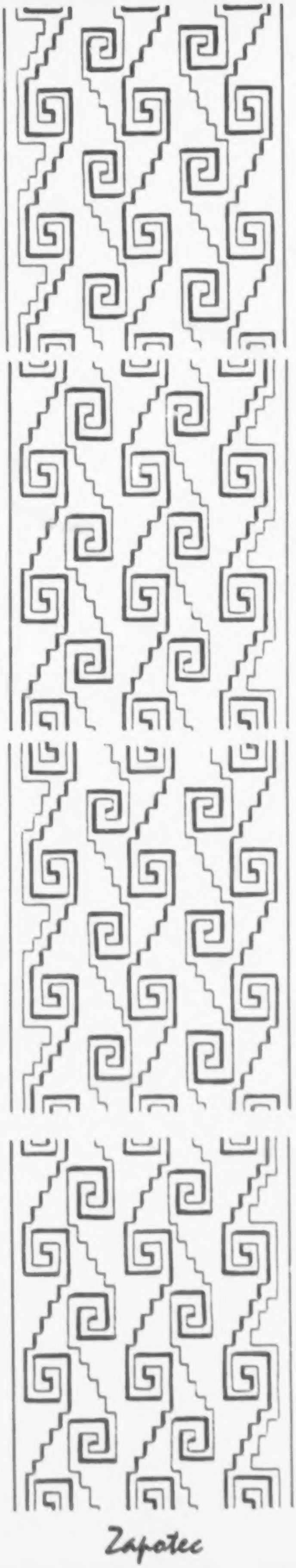
**Mr. DeGroat**: We had a long discussion on the native language. I would like to conclude this conference in my own native language in prayer. [Indian prayer].

**Mr. Bordeaux**: Thank you, Jay. At this time I would like to have a round of applause for people who don't often times get credit. We have a lot of people from the Federal agencies that gave a lot of their time and volunteered -- I wish we knew each and every one of them so that we could name them; and also, the many volunteers from the non-federal agencies who assisted Buck Martin. They deserve a tremendous hand for what they've done here. [Applause].

I want to thank Buck, Ross, and young Ben Atencio. The young man really impressed me, and did a tremendous job here. Also, thanks to the Advisory Board that I worked with here and over the last year and a half. They really did a tremendous job here. So, I think that the Advisory Board should have one more round of applause. [Applause].

[Retirement of colors]

[End of conference].



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# STATUTORY AUTHORITY

## CHAPTER SEVEN

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

# White House Conference on Indian Education Statute

**Public Law 100-297 (April 28, 1988)**
**Indian Education Act of 1988**

Part E - White House Conference on Indian Education (25 USC 2001)

Sec. 5501. Findings

The Congress finds that--

(1) the Government of the United States has a special relationship with the Indians which has given rise to a responsibility to assure superior educational opportunities for all Indians;

(2) this responsibility is being carried out by Federal schools and federally funded programs;

(3) while the States provide educational services to the majority of Indian students in the United States, the State services are largely funded by Federal funds and are not, in anyway, in derogation of the Federal

(4) changes in the Federal and State systems in the past decade and the growth of tribal control over school has led to substantial improvements in the educational opportunities and successes of Indian students;

(5) substantial and substantive problems continue to exist and interfere with the realization of full opportunities for Indian students; and

(6) identification of these problems through the convening of a White House Conference will facilitate formulation of solutions.

Sec. 5502. Authorization to call Conference.

(a) the President shall call and conduct a White House Conference on Indian Education (hereinafter in this part refferred to as the Conference) which shall be held not earlier than a date which shall be 9 months after the date of the initial meeting of the Advisory Committee established pursuant to section 5506 this part and not later than 12 months after the date of said meeting.

b) Purpose -- The purpose of the White House Conference on Indian Education shall be to-

(1) explore the feasibility of establishing an independent Board of Indian Education that would assume responsibility for all existing Federal programs relation to the education of Indians, and

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(2) develop recommendations for the improvement of educational programs to make the programs more relevant to the needs of Indians, in accordance with the findings set forth in section 5501.

Sec. 5503. Composition of Conference.

(a) In general. -- The Conference shall be composed of representatives of the Bureau of Indian Affairs of the Department of the Interior;

(2) representatives of Indian educational institutions (including members of local school boards of schools funded by the Bureau of Indian Affairs), public schools, agencies, organizations and associations that deal with the education of Indians;

(3) educators from reservations and urban areas where Indians make up a substantial portion of the student population; and

(4) individuals with a special knowledge of, and special competence in dealing with, Indians and Indian problems, including education and health.

(b) Selection. -- The President shall select one-third of the participants of the Conference, the Speaker of the House of Representatives shall select one-third of the participants, and the President pro tempore of the Senate shall select the remaining one-third of the participants.

(c) Distribution of participants. -- In selecting the participants of the Conference the President, the Speaker of he House of Representatives, and the President pro tempore of the Senate shall ensure that-

(1) one-fourth of the participants are individual who are currently active educators on Indian reservations;

(2) one-fourth of the participants are educators selected from urban areas with large concentrations of Indians;

(3) one-fourth of the participants are individual who are Federal and tribal government officials; and

(4) one-fourth of the participants are Indians, including members of Indian tribes that are not recognized by the Federal Government.

Sec. 5504. Administrative provisions.

(a) Planning and direction. -- The Conference shall be planned and conducted by the Interagency Task Force on the White House Conference on Indian Education (hereafter in this part referred to as the Task Force)

(b) Establishment of Task Force.

(1) If the President calls the Conference, the Secretary of the Interior and the Secretary of Education, acting jointly, shall establish the Task Force on the White House Conference on Indian Education which shall consist of the Executive Director of the National Advisory Council on Indian Education and of such employees of the Department of the Interior and the Department of Education as the Secretary of the Interior and the Secretary of Education determine to be necessary to enable the Task Force to and carry out its duties.

(2) The Secretary of the Interior and the Secretary of Education shall each appoint no less than 2 professional staff members and one support staff member to the Task Force.

(3) All staff assigned to the Task Force (but not he Executive Director of the National Advisory Council on Indian Education) shall work on preparations for, and the conduct of, the Conference on a full-time basis.

(4) The Secretary of the Interior shall provide office space and materials for the Task Force, including an allowance for mailing costs.

(5) Each professional staff person appointed to the Task Force shall have expertise directly related to Indian education and at least one person appointed by the Secretary of the Interior shall be experienced in dealing with the Congress, Indian tribes, and nongovernmental organizations.

(6) The Secretary of the Interior and the Secretary of Education, acting jointly, shall designate one staff person as the Director the Task Force.

(7) Sums appropriated under the authority of section 5508 shall not be used to pay the salaries of employees of the Department of the Interior or the Department of Education who are assigned as staff to the Task Force; but the salaries of such employees shall be paid out of funds appropriated to the employing Department under the authority of other provisions of law.

(c) Function of the Task Force. -- The Task Force shall

(1) when appropriate, request the cooperation and assistance of other Federal departments and agencies in order to carry out its responsibilities;

(2) prepare and make available background material for the use of participants in the Conference and any associated State conferences, and prepare and distribute such reports of the Conference and of any associated State conferences as may be appropriate;

(3) make technical and financial assistance (by grants, contracts, or otherwise) available to the State and intertribal organizations to enable them to organize an conduct conference and other meetings in order to prepare for the Conference; and

(4) conduct fiscal oversight activities with respect to the preparation for, and the convening of, the Conference, including contracting for the services of a auditor.

(d) Federal agency cooperation and assistance.

(1) Each Federal department and agency shall cooperate with, and provide assistance to, the Task Force upon request made by the Task Force under subsection (c)(1). For the purpose, each Federal department and agency is authorize and encouraged to provide personnel to the Task Force.

(2) The Commissioner of the Administration for Native Americans of the Department of Health and Human Service and the Director of the Indian Health Service of the Department of Health and Human Services are authorized to detail personnel to the Task Force, upon request, to enable the Task Force to carry out its functions under this part.

(e) Personnel. -- In carrying out the provisions of the part, (this note), the Task Force is authorized to engage such personnel as may be necessary to assist the Conference and the Advisory Committee of the Conference, without regard for the provisions of title 5, United States Code, governing appointments in the competitive service, and without regard to chapter 51 and subchapter III of chapter 53 of such title (5 U.S.C.A. as 51 et seq. and 5331 et seq., respectively) relating to classification and General Schedule pay rates.

(f) Expenses. -- Participant's in the Conference may, while away from their homes or regular places of business and attending the Conference, be allowed such travel expenses, including per diem in lieu of subsistence, as are allowed under section 570 of title 5, United States Code. Such expenses may be paid by a of advances, reimbursement, or in installments, as the Task Force may determine.

Sec. 5505. Reports.

(a) In general. -- A final report of the Conference, containing such findings and recommendations as may be made the Conference, shall be submitted to the President not later than 120 days following the close of the Conference. The final report shall be made public and, within 90 days after its receipt by the President, transmitted to he Congress together with statement of the President containing recommendations of the President with respect to such report.

(b) Distribution. -- The Conference is authorized to publish and distribute for the Conference the reports authorized under this part. Copies of all such reports shall be provided to the Federal depository libraries.

Sec. 5506. Advisory Committee.

(a) Composition. -- There is hereby established the Advisory Committee of the Conference (hereafter in this referred to as the "Advisory Committee") composed of --

(1) five individuals designated by the Speaker of the House of Representatives, with not more than three being Members of the House of Representatives;

(2) five individuals designated by the President pro tempore of the Senate, without more than three being Members of the Senate;

(3) ten individuals appointed by the President;

(4) the Assistant Secretary of the Interior for Indian Affairs or a delegate of the Assistant Secretary;

(5) the Secretary of Education or a delegate of the Secretary; and

(6) the Director of the Task Force. The President, the President pro tempore of the Senate, and the Speaker of the House of Representatives, shall, after consultation with Indian tribes, ensure that members of the Advisory Committee are broadly representative of all Indians of the United States; and

(7) The Chairman of the National Advisory Council on Indian Education.

The President, the President pro tempore of the Senate, and the Speaker of the House of Representatives, shall, after consultation with Indian tribes, ensure that members of the Advisory Committee are broadly representative of all Indians of the United States.

(b) Function. -- The Advisory Committee shall assist and advise the Task Force in planning and conducting the Conference. The Advisory Committee shall be consulted on, and shall advise the Task Force and the Congress on all aspects of the Conference and actions which are necessary for the conduct of the Conference.

(c) Administration.

(1) The Director of the Task Force shall serve as vice chairman of the Advisory Committee. The Advisory Committee shall elect the Chairman of the Advisory Committee from among those members of the Advisory Committee who are not full-time Federal employees.

(2) The Advisory Committee shall select the Chairman of the Conference.

(3) The Chairman of the Advisory Committee is authorized to establish, prescribe functions for, and appoint members to such advisory and technical committees as may be necessary to assist and advise the Task Force in carrying out its duties.

(d) Compensation, -- Member of any committee established under this section who are not regular full-time officers or employees of the United States shall, while attending to the business of the Conference, be entitled to receive compensation at a rate fixed by the President hat does not exceed the grade of pay specified at the time of such service for grade GS-18 under section 5332, of title 5, United States Code, including travel time. Such members may, while away from their homes or regular places of business, be allowed travel expenses, including per diem in lieu of subsistence, as may be authorized under section 5703 of title 5, United States Code.

Sec. 5507. Gifts and title to certain property.

(a) Gifts. -- The Task Force shall have authority to accept, on behalf of the Conference, in the name of the United States, grants, gifts, or bequest of money for immediate disbursement by the Task Force in furtherance of the Conference. Such grants, gifts, or bequests offered the Task force shall be paid by the donor or his representative into the treasury of the United States in a special account to the credit of the Conference for the purposes of this part (this note).

(b) Disposition of material -- Materials and equipment acquired for the use of the Conference or for the Task Force, shall be transferred to the Bureau of Indian Affairs after the close of the Conference.

Sec. 5508. Authorization of appropriations.

There are authorized to be appropriated for each of the fiscal years 1990, 1991, and 1992 such sums as may be necessary to carry out this part (this note) Such sums shall remain available until expended.

(NOTE: Section 5001-5508 of Pub. L. 100-297, as amended Pub. L. 100-427, Sec. 26. Sept. 9, 1988, 02 Stat. 1614; Pub. L. 101 301. Sec. 5(e), May 24, 1990, 104 Stat 208; Pub. L. 102-27, Title III, Sec. 306. April 10, 1991, 10 Stat 152).

## LEGISLATIVE HISTORY

A. P.L. 100-297 - Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (Signed into law April 28, 1988)

H.Rept. 100-95 (No WHCIE Provision)
S.Rept. 100-233
H. Conf. Rept. 100-567

1) SENATE REPORT 100-233 PROVISIONS:

"White House Conference. - At the Committee's second and final hearing on S. 1645, several witnesses were asked about the feasibility of establishing an independent national Board of Indian Education to assume responsibility for Federal policy relating to Indian education. The overwhelming consensus favored further exploration of this idea. The purpose of the White House Conference on Indian Education in title V of the bill is to focus national attention on Indian education policies and issues, and would provide the opportunity to further develop the idea of a national board as well as to develop other proposals and recommendations for improving education program for Indian people. The Conference would be the most systematic study of Indian education needs that has ever been undertaken and would provide a constructive forum for bringing about changes in the present system of delivery of education services to Indians. The Conference is patterned after other White House Conferences and will include participants representing all phases of Indian education from both urban and rural areas.

"Section-by Section Analysis

"Title V - White House Conference

"Sec. 501. Findings.

"Sec. 502. Calls for the Conference to be held at a time between September 1, 1989 and September 30, 1991. The purpose of the conference is to study the feasibility of establishing an independent national Board of Indian Educations and to develop recommendations to improve Indian education programs.

"Sec. 503. Members of the conference will include representatives of the BIA; Indian educational institutions, including public schools and organizations that deal with the education of Indians; educators from reservations and urban areas with heavy Indian concentrations; and individuals with special competence in dealing with Indians and Indian problems. The President, the Speaker of the House, and the President pro tempore of the Senate each select one-third of the members.

"Sec. 504. Establishes an interagency Task Force that will consist of professional and support staff members from both the Department of the Interior and the Department of Education. The Task Force will carry out administrative details. The Secretary of the Interior will provide office space, mailing costs, etc. Federal agencies should cooperate with the Task Force to provide necessary background material, assistance, etc.

"Sec. 505. Requires that a final report containing findings and recommendations be made to the President and Congress and be published and distributed.

"Sec. 506. Establishes an Advisory Committee composed of individuals appointed by the Speaker, the President pro tempore, the President, DOI, DOE, and the Director of the Taskforce shall assist the Task Force in planning and conducting the Conference and shall appoint the chairman of the conference.

"Sec. 507. Provides that the Task Force may accept gifts, grants, etc. Materials and equipment acquired shall be transferred to the BIA.

"Sec. 508. Authorizes such sums as may be necessary to be appropriated for fiscal years 1988, 1989, and 1990."

2. CONFERENCE REPORT 100-567 PROVISIONS:

152. The Senate amendment, but not the House bill, includes Congressional findings supporting a White House Conference on Indian Education.

The House recedes.

153. The Senate amendment, but not the House bill, directs the President to call a Conference no earlier than Sept. 1, 1989 and no later than Sept. 30 1991. The lpurpose of the Conference is to consider the feasibility o establishing an independent Board of Indian Education and to make other recommendations for the improvement of Indian education programs.

The House receded.

154. The Senate amendment, but not the House bill, sets out the composition of representatives for the Conference, including tribal, B.I.A., education, and other representatives with special expertise. The president, the Speaker and the President protem shall each choose 1/3 of the participants. 1/4 shall be currently active educators from Indian reservations, 1/4 educatios from urban aeas with large Indian populations, 1/4 Federal and tribal officials, and 1/4 Indians (including non-recognized Tribes).

The House recedes.

155. The Senate amendment, but not the House bill, includes administrative provisions for the Conference, including the assignment of personnel establishment of a Task Force to coordinate the Federal cooperation and coordination for support. The activities of the Task Force are listed, including the provision of grants to the States and tribes to allow them to prepare for, and provide for the preparation of, such materials as may be necessary.

The House recedes with an amendment clarifying that the appointees must have experience in Indian education programs, not just issues, and stipulating that at least one person appointed by the Secretary of the Interior must be experienced in dealing with the Congress and tribes and outside organizations. This is to facilitate exchanges between all parties interested in thsi Conference and recognizes the specialized knowledge needed for this task. It is also strongly recommended that the Secretaries choose people who have worked with personnel and programs within the other Department.

The Senate amendment, but not the House bill, establishes an Advisory Board to assist and advise the Task Force on the conference. The makeup of the Advisory Board is set, with the input of the Indian community and the control of the President, the Sepaker and the President pro-tem. Other administrative provisions relating to compensation are set out.

The House recedes.

The Senate amendment, but not the House bill, authorizes the Task Force to accept gifts form immediate disbursement in support of the conference.

The House recedes.

159. The Senate amendment, but not the House bill, authorizes such sumjs as may be necessary for the conference or FYs 1988, 1989, and 1990.

The House recedes.

B. P.L. 100-427 - Technical and Clarifying Indian Education Amendments (Signed into law September 9, 1988)

No House Report
No Senate Report
No Conference Report

Passed House of Representatives 8/9/88.
Passed Senate 8/9/99.

C. P.L. 101-301 - Miscellaneous Indian Provisions (Signed into law May 24, 1990)

No House Report
S. Rept 101-226
No Conference Report

1) SENATE REPORT 101-225 PROVISIONS:
"Background

In amending the new Indian Education Act Amendments of 1988, the bill provides that the executive director and chairman of the National Advisory Council on Indian Education will participate in the White House Conference on Indian Education.

Section-by-Section Analysis

Section 8 (e). Appropriations for the White House Conference on Indian Education were authorized for fiscal year 1988, 1989, and 1990. Since funds have been appropriated in fiscal year 1990, the authorization dates are moved forward to Fiscal years 1990, 1991, and 1992. Further, the Executive Director of the National Advisory Council on Indian Education (NACIE) will serve on the working Task Force of the Conference and the Chairman of NACIE will serve on the Advisory Committee. The section also provides that salaries for employees appointed by the Secretaries of the Interior and Education will be paid out of departmental funds, not from funds appropriated for the Conference."

D. P.L. 102-27 - FY 1991 Dire Supplemental Appropriations Act. (Signed into law April 10, 1991)

H.Rept. 102-9 (No WHCIE provision)
S.Rept. 102-24
H.Conf.Rept. 102-29

1) SENATE REPORT 102-23 PROVISIONS:
"TITLE III GENERAL PROVISIONS
The Committee has included a general provisions (sec. 306) in the bill which extends the deadline for the President to call and conduct a White House Conference on Indian Education. When the White House Conference on Indian Education was first authorized in 1988, the act established a deadline of September 30, 1991, for the President to conduct the conference. However, the planning necessary to conduct an effective conference is taking longer than originally anticipated. The Committee, therefore, has recommended

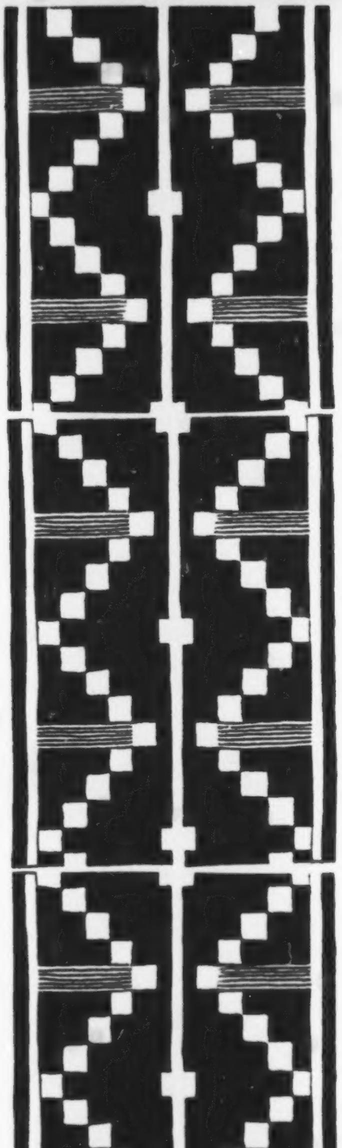
extending the date for holding the conference to not later than 12 months after the time the advisory committee meets.

In addition, the Committee is concerned about the fact that significant preconference planning is occurring in the absence of an appointed advisory committee. It was the intent of the congress when Public Law 100-297 was authorized that the advisory committee was to play a major role in the pre- conference planning process as well as in the conference itself. The task force authorized in this same law, was intended to provide the staff work. However, in the past few month it has become clear that the task force is carrying out the rold intended for the advisory committee. While the Committee recognizes that certain preconference work should begin and not be delayed wntil after the advisory committee is appointed, the Committee believes that policy direction and guidance governing the pre- conference planning process should rest with the advisory committee. The Committee has included language in the bill which requires the advisory committee to be consulted on all actions taken to conduct the conference."

2) CONFERENCE REPORT 102-29 PROVISIONS:

"TITLE III GENERAL PROVISIONS

Amendment No. 99: Reported in technical disagreement. The managers on the part of the House will offer a motion to recede and concur in the amendment of the Senate which would amend Public Law 100-297 to change the deadline for holding the White House Conference on Indian Education, contingent on the initial meeting of the Advisory Committee established for planning and conducting the Conference, and to specify the consultatory role of the Advisory Committee established for the planning and conducting the Conference, and to specify the consultatory role of the Advisory Committee. The House had no such provisions."



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# ANALYSIS: POLICY IMPLICATIONS AND FUTURE ACTION

## CHAPTER EIGHT

WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

# EXECUTIVE SUMMARY ANALYSIS

## Goals of Analysis

The goals of the Conference were categorized as education oriented. However the affected constituency and delegates did not confine their vision to the "traditional" construct of the definition of education.

Indian families and communities are very aware that the needs of their children are interwoven into all aspects of their lifes. American Indian and Alaska Native communities have strong foundation of spiritual beliefs and philosophies most of which encompass the circular nature of life that upholds the interconnection between all beings and things. It was this outlook that provided the reenforcement to the White House Conference on Indian Education to address the educational needs in a holistic manner.

The task for collecting concerns which impacted the educational services of Indian communities, were drawn from a wide array of sources. It was the responsibility of the Task Force to attempt to portray these issues and concerns for the delegate's consideration in the most inter-related form possible.

The Task Force designed a matrix which appeared to embody the Indian community's identified issues of concern. (Figure 1.) This circular matrix represented the all-encompassing nature of both issues and possible solutions. This "dream catcher's" universe of needs and opportunities is symbolic of the circumstances confronting Indian community. On one hand, the barriers and specific elements which comprise the present reality must be "caught" and addressed, but the goals and aspirations must also be sought and fostered.

This analysis will depict the issues by these goals and aspirations, as well as the means or mechanism proposed by the delegates to resolve or eliminate barriers. The commonalities of concerns and recommendations, from topic area to topic area, will be identified for policy purposes. When differences in policy goals are proposed, for similar or overlapping issues and recommendations, these will also be summarized. This summary will portray these overlapping recommendations juxtaposed against those policies or issues they address to differentiate the instigating cause or intended outcome; such as local community control over actions which may be defined as a new effort and entity, or identified as tribally-controlled.

The resultant blue print for action will also convey future policy issues and implications. The many levels of involvement and action that are required to implement these recommendations will require comprehensive participation by all affected parties. When and how, such endeavors, from local Indian communities to national policy makers, should be undertaken are questions that this report should provoke.

## Parameters of the Conference and Issues

The Conference was designed to be a "working" conference to develop long-term and short-term strategies from recommendations adopted by the Delegates. The 30 state and regional pre-conference activities, produced numerous recommendations for consideration by the Conference Delegates. The Delegates were mailed materials prior to the Conference

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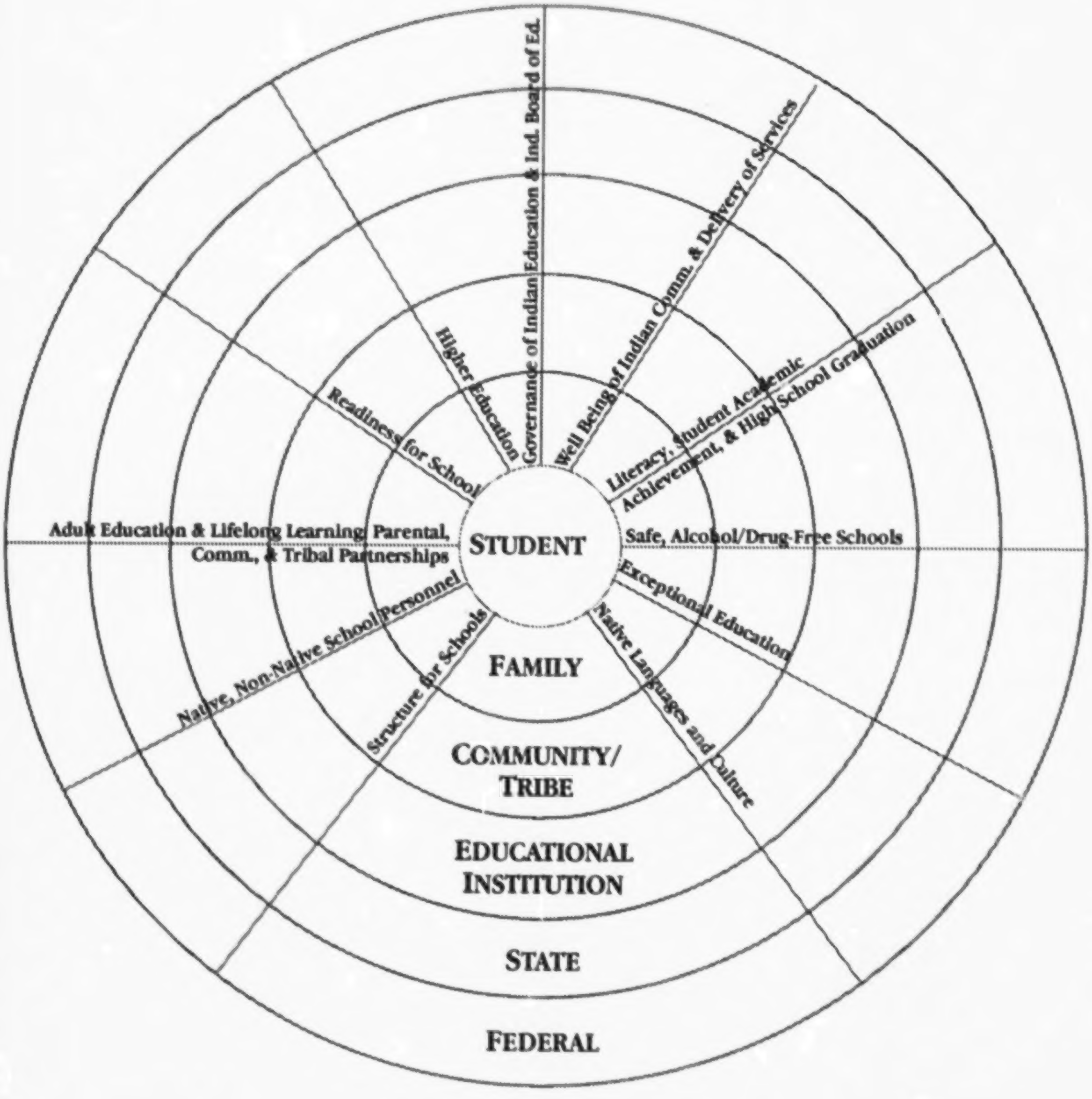
# Universe of Needs and Opportunities


Governance of Indian Education & Ind. Board of Ed.
Well Being of Indian Comm. & Delivery of Services
Literacy, Student Academic Achievement, & High School Graduation
Safe, Alcohol/Drug-Free Schools
Exceptional Education
Native Languages and Culture
Structure for Schools
Native, Non-Native School Personnel
Adult Education & Lifelong Learning; Parental, Comm., & Tribal Partnerships
Readiness for School
Higher Education
STUDENT
FAMILY
COMMUNITY/ TRIBE
EDUCATIONAL INSTITUTION
STATE
FEDERAL

SHORT-TERM
PLANS OF ACTION

Figure 1

LONG-TERM
PLANS OF ACTION

which contained specific instructions to assist Delegates in their review and preparation. However, the range of issues and the number of issues, as well as other constraints, combined to place limitations on both the selection of issues chosen and the amount of specificity available for guidance.

The same limitations that existed for review of Pre-Conference recommendations also affected the consideration of new issues raised during, the Conference. There were some issues raised on the final day of the Conference that were additional issues of concern, but only four resolutions capturing these concerns were eventually adopted. Another factor was the inherent assumption that many of the Delegates had with respect to key principles underlying Federal-Indian issues. One key principle was that of respective powers and responsibilities of tri bal, State and Federal governments. Further, it was expected that how these governments inter-related with one another, and their affiliate entities, was also understood, particularly in relationship to the need for change or action.

Another assumption was the level of clarity expressed in the many resolutions and plans of action in the area of statutory and administrative authority targeted for change or action. Some topic areas were very precise on what legislation should be amended and how, or what a legislative amendment ought to accomplish. Some topic areas felt that the Executive Branch was the place to impact, through recommendations for development and adoption of Executive Orders. Other topic areas proposed that much more explicit action take place with regards to programs and issues. Such programs or issues were often identified solely by acronym or original public law citation.

This report has provided a glossary of terms to address the most basic assumptions and terms used by the delegates in the development of their work products. However, the other assumptions require a prior understanding of tribes and their relationship with the United States, to fully appreciate the Conference Delegates' concerns and their proposed solutions.

The Federal-Indian relationship is not one well understood by the general society. For many individuals, their sole exposure to "Indians" has been provided through movies and the print media from a non-Indian view and, usually, in the absence of accurate historical background. This deficiency in society's learning environment is at the root of some of the recommendations adopted by the Conference Delegates. A brief explanation is provided below to aid in understanding the Federal-Indian relationship. The Federal government has a government-to-government, political relationship with tribes that is rooted in the Constitution and further strengthened by congressionally-ratified treaties, Executive Orders, case law, and specific and general statutes to assist American Indian and Alaska Native communities and individuals. This relationship even pre-dates the Declaration of Independence, when the colonial powers entered into formal agreements with tribes to exchange lands for peace, goods, and other purposes.

When the United States declared its independence and, eventually, adopted its constitution, there was three key clauses incorporated into this charter for the protection and bene fit of tribes and their people. This provision, under Article I, Section 8, Clause 3 stated that only the United States (and not States) had the power to regulate and permit commerce with tribes. Article II, section 2, clause 2 grants Congress plenary power to regulate commerce with Indian tribes, as it does with foreign nations and the States. Section 14, Amendment XIV of the Constitution also exempts tribes from taxation. Subsequently, the courts, based on these authorities, recognized that Tribes, a s dependent nations, were beneficiaries of a trust responsibility on the part of the United States.

These principles of Federal-Indian law have been tested over the past two centuries. Yet, for the most part, the rights of tribes as sovereign nations whose relationship is with the United States first, and not those States or territories in which they reside, have been upheld.

As this relationship has been strengthened through successive laws and Executive Orders, and as tribes have con tinued their efforts to determine their own future, the nature of the relationship has also evolved. Where once Federal agencies decided what was appropriate and beneficial to tribes without tribal input, now there is recognition that tribal self-determination is one elemental aspect of their sovereignty. It is the principle of sovereignty and self-determination which underlies many of the issues raised and addressed by the delegates during the Conference. Each tribe has variations in its performance of its responsibilities to their people; based, in part, on the issue or region in which they are located. What may be true for one tribe, for regulating the environment, health and other programs, may not be accurate for other tribes. The reasons for this variation among tribal groups are many and complex. That they exist and create additional barriers, and sometimes opportunities, is a critical element in the development of the many adopted strategies by the Conference Delegates to improve Indian educ ation.

Additionally, during the past fifty years, as Indian people relocated "off-reservation", either under Federal actions and policies or for their own purposes, there has grown a community of Indian people outside the traditional bounds of "Indian lands". These segments of the population, often identified as rural or urban Indians, are now identified more as members of their home communities rather than as displaced and unaffiliated individuals. The location of these rural and urban Indian people has placed special needs and demands for services to aid their growth and well-being.

The complexity of the Federal-Tribal relationship needs to be considered when reviewing the adopted resolutions and plans of action. This complexity and the inter-dependency between American Indian and Alaska Native people everywhere requires that careful planning and action be undertaken to implement strategies for improvements.

This analysis will identify concerns which require a balancing of competing needs and a means for transition from existing efforts to new activities. The balancing and transition issues, where not addressed by the Delegates in their resolution and actions plans, will especially require a general understanding of the relationships and roles between the United State and American Indian Alaska Native communities and people.

## Analysis

The Conference Delegates endorsed several major goals, which were designed to achieve improved student outcomes and s ervices. The resolutions were designed to emphasize accountability to improved standards, including culturally appropriate ones. However, the predominant underlying principle was the premise that the Federal-Tribal relationship entailed specific duties and responsibilities on the part of the United States, unlike any other Federal-State-Local governmental relationship.

The consistent call by the delegates for the United States to recognize and reaffirm the Federal-Tribal relationship indicates the serious concerns that exist over whether Federal policy makers fully appreciate and understand how their actions affect this relationship. This repeated call expessed a desire to require departments and agencies to uphold this principle in daily operations and reflects a desire to expand and strengthen tribal participation on several fronts.

A strengthened U.S. policy is also expected to provide the dictates necessary to accomplish the more practical activities in realizing equitable access to all relevant resources to produce the desired achievements. There is a valid concern expressed that all Federal agencies make an equal effort to assist tribes and Indian communities. Without a concerted outreach effort there will be a continued lack of tribal participation and access to available resources. The absence of participation and access to opportunities can create limited outcomes which will diminished capabilities for elevating the quality of life for Indian people.

One major theme that was articulated was the premise that tribal control and leadership in education was critical in the strengthening of services. Local control and determination of needs is a demand and goal of all segments of society. Indian country is not different in this respect, but there is additional weight behind this demand given the inability of society to accurately perceive the cultural aspects integral to the values and goals of Indian communities.

Both local control and determination of needs must be viewed in conjunction with another major theme of the inclusion, at every educational level, of appropriate cultural values, language, beliefs, accurate histories, and other expressions. Indian and Alaska Native life is built on the foundation of their tribal beliefs and identity. Yet, obtaining respect for, and fostering such components in an "traditional" education system, have not been very successful. A number of recommendations adopted addressed stronger tribal control over the incor poration of cultural facets in the reform and restructuring of these "traditional formal" educational systems.

The Delegates did not overlook the need to instill or enhance governmental partnerships among affected entities, tribes, States, Federal, and other bodies. This major theme was an indication of the Indian community's need to interact more with other entities, as well as become involved in the larger issues confronting all communities.

Comprehensive and holistic services becam e a major focus for Conference Delegates. This focus conveyed the concern among Indian people that their needs not be treated in linear and isolated efforts. "The shortest route to an objective is not necessarily the best" appears to sum up the related recommendations surrounding this theme.

This comprehensive approach should be viewed as an integral aspect of all the key principles and themes. In particular, when undertaking efforts to identify the scope of educational needs in Indian communities, there are concerns that education needs encompass all related issues and services for all ages and members of the community. Related issues and services were not so broadly interpreted that it could become a Herculean task. The parameters placed on education and related issues or services appeared to be whether there were direct correlation between a service and improved student outcomes, such areas as substance abuse prevention, family violence prevention, and career guidance.

The other key indicator in defining relevance was the correlation between the benefits derived by Indian communities and improved student outcomes. Two examples include the proposed requirement that economic enterprises provide employment in a manner planned by the tribe to coincide with graduating scholarship recipients, and requiring "pay back obligations" by students upon graduation for their scholarship assistance.

There are certain aspects that were not fully addressed or resolved by the Conference Delegates. The unresolved issues did not occur by premeditation or an unwillingness to tackle these issues.

The Delegates were required to work within the various topic areas in which they participated, plus review and approve those resolutions in the final day of the Conference from other topic groups. Consequently, the Delegates were simply unable to fully reflect on the complete picture presented by their combined efforts. The Delegates began an effort to address and accurately present a comprehensive overview of education and related needs. These actions asserted that such needs should be locally-determined since the affected Indian people and communities would be most able to recognize and ascertain these needs. While this is an important point, the ability to integrate this activity with the recommendation requiring that funds and services be provided on an equitable basis, becomes problematic.

The assumption to the first resolution is that there are, or will be, clearly understood and accepted criteria for determining true needs in all areas. The second recommendation's assumption is that the funds will be provided in sufficient amounts to ensure equitability, to provide "comparable" services in obtaining similar goals, such as eliminating illiteracy, substance abuse, and dropout rates.

To begin an administrative process for developing criteria for determining the "scope of need" requires several basic components. First, the data on eligible service population and present level of services available must be current. Second, a clearly defined goal of what is to be achieved through services to be provided must be understood and acceptable to the beneficiary population. Third, how growth will be achieved from the present status to the desired goals must be developed, approved and implemented. Each of these components will require an investment in manpower, resources, and time. When to apply this strategy to the targeted education or related program services mu st also be determined.

When the definition of need was raised, it was through the provision of services to "American Indian/Alaska Native" people. Yet, many available services are dependent on a variety of factors. Eligibility for services is not consistent from program to program, and agency to agency. One topic group addressed the abolition of the income eligibility requirement for the Head Start Program.

Another topic group recommended that eligibility for "Indian education servi ces" should be in keeping with the respective tribal definitions and requirements for member enrollment. When tribes, tribal or Indian organizations provide services for their populations, a uniform definition for eligibility would eliminate multiple program requirements that must be fulfilled.

Overall, transitioning services into a means of accomplishing the identified education goals is not a process that can be precisely detailed. However, there are ground rules that should be considered on the difficulties confronting such transition. These ground rules include: where tribal input is needed; estimated time frames to accomplish identified tasks, level of risk involved and disclosure of advantages and disadvantages nationally and locally.

Recommendations and plans of action are not specific with respect to priority setting, other than needs and solutions should be tribally and locally determined. In order to have an effective process to implement the many education goals and tasks identified by the Conference Delegates, a means of ensuring fairness in priority setting and equitable allocation of resources must be planned and provided. For example, if certain actions throughout the country are expected to occur concurrently, assistance to Indian communities must follow common national criteria, yet be locally relevant. Specifically, preschool screening for exceptional and challenged Indian children has been recommended to be joined with efforts to expand early childhood services. This activity will require cooperative efforts in a multi-disciplinary and multi-agency manner.

## Potential Issues of Immediacy

There were common issues that Delegates expressed throughout the resolutions and plans of action. These issues were focused on providing resources to ensure a higher quality of standards and services.

Many recommendations have the potential for immediate implementation, utilizing existing authorities of the relevant agencies. There are recommendations which clearly require new authority, and a close scrutiny of agencys' present authorities could determine which issues can be promoted absent such new authority. In some instances, new authority would be useful in preventing any action to tranfer funds from one program into a new program diminishing available resources in the drained program.

## Conclusion

The resolutions and plans of action adopted by the Conference Delegates are far reaching and, often, interdependent. It is a tremendous accolade to the Delegates that the Conference's work products are so comprehensive and thoughtful.

It will be this same spirit and commitment which will be required to undertake the actions needed to achieve these identified goals and tasks.

The issues that the Delegates addressed can be viewed as a map for the future of Indian education and other related needs. This future is perceived to be inclusive of benefits to both Indian and non-Indian people and communities.

These resolutions and plans of actions require each person, community, and institution, to evaluate themselves for their strengths and capabilities. By contributing to each other to achieve better learning environments and student outcomes, the rewards increase exponentially throughout all spectrums of our society.

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# GLOSSARY OF TERMS

| | |
|---|---|
| ABE - | Adult Basic Education |
| ACF - | Administration for Childhood & Family, DHHS |
| AI/AN - | American Indian/Alaska Native |
| AIHE - | American Indian Higher Education Consortium |
| ANCSA - | Alaska Native Claims Settlement Act (85 Stat. 688) |
| AVE - | Adult Vocational Education |
| AVT - | Adult Vocational and Training |
| Alaska Native - | Indian, Eskimo and Aleut |
| BIA - | Bureau of Indian Affairs, DOI |
| DHHS - | United States Department of Health and Human Services |
| DOE - | United States Department of Education |
| DOI - | United States Department of the Interior |
| DOL - | United States Department of Labor |
| ECEP - | Early Childhood Education Programs |
| ECSEP - | Early Childhood Special Education Programs |
| ETA - | Employment and Training Administration, DOL |
| FAS/E - | Fetal Alcohol Syndrome Effects |
| "FEDS" - | Federal Government |
| FI&R - | Facilities Improvement and Renovation |
| FMCC - | Facilities Management and Construction Center, DOI |
| FY - | Fiscal Year (October 1 to September 30 - each year) |
| GED - | General Education Diploma/High School Equivalency |
| ICWA - | Indian Child Welfare Act |
| IHS - | Indian Health Services, DHHS |
| INAR - | Indian Nation At Risk |
| IPS - | Indian Priority System |
| ISEF - | Indian School Equalization Formula |
| ISEP - | Indian School Equalization Program |
| JTPA - | Job Training and Partnership Act |
| JOM - | Johnson-O'Malley Program - Johnson-O'Malley Act of April 16, 1934, P.L. 73-167 |
| LEA - | Local Education Agency |
| MOA - | Memorandum of Agreement |
| NACIE - | National Advisory Council on Indian Education |
| NCAI - | National Congress of American Indians |
| NCATE - | National Council for Accreditation of Teacher Education |
| NIAEA - | National Indian Adult Education Consortium |
| NIEA - | National Indian Education Association |
| NPS - | National Park Services, DOI |
| S. 2044 - | Senate Bill: Native Language and Culture Act |
| OCM - | Office of Construction Management, DOI |
| OESE - | Office of Elementary and Secondary Education, DOE |
| OIE - | Office of Indian Education, DOE |
| OIEP - | Office of Indian Education Programs, DOI |
| OMB - | Office of Management and Budget |
| OSAP - | Office of Substance Abuse Program |

| | |
|---|---|
| O&M - | Operations and Maintenance, DOI |
| PPC - | Parent Policy Committee - Headstart Program |
| PTA - | Parent-Teacher Association |
| Plans of Action - | Action Plans |
| PL - | Public Law |
| PR - | Public Relations |
| R&DC - | Research and Development Center |
| SEA - | State Education Agency |
| TCCC - | Tribally Controlled Community Colleges |
| US - | United States |
| WHCIE - | White House Conference on Indian Education |

## Public Laws

| | |
|---|---|
| P.L. 81-815 | Act Relating to Construction of School Facilities in Areas affected by Federal Activities and or other purposes, Title VII |
| P.L. 81-874 | (Impact Aid) Title I, Financial Assistance for Local Education Agencies in areas affected by Federal activities |
| P.L. 92-189 | Navajo Community College Act of December 15, 1971 (85 Stat. 646) |
| P.L. 93-638 | Indian Self-Determination and Education Assistance Act (88 Stat. 2203) as amended by P.L. 100-472 |
| P.L. 94-142 | Education for All Handicapped Children Act of1975 (20 U.S.C. 1411-1420) |
| P.L. 95-341 | American Indian Religious Freedom Act (92 Stat.) |
| P.L. 95-471 | Tribally Controlled Community College Assistance Act of 1978 (92 Stat. 1325) |
| P.L. 95-561 | Education Amendments of 1978 (92 Stat. 2143) as amended 1979, 1984, 1985, 1988 and 1989 |
| P.L. 95-608 | Indian Child Welfare Act of 1978 (92 Stat. 3069) |
| P.L. 99-570 | Anti-Drug Abuse Act of 1986 Subtitle C - The Indian Alcohol and Substance Abuse Preventions and Treatment Act of 1986 |
| P.L. 100-297 | Augustus F. Hawkins- Robert T. Stafford Elementary and Secondary Improvement Amendments of 1988 |
| P.L. 100-497 | Education Amendments to P.L. 100-297 |
| P.L. 101-301 | Miscellaneous Amendments to Indian Law and other purposes (104 Stat. 206) Amendments Act of 1988 |
| P.L. 101-392 | Carl D. Perkins Vocational Education Act |
| P.L. 101-477 | To Reauthorize Tribally Controlled Community College Assistance Act of 1978 and NavajoCommunity College Act (104 Stat. 1152) |

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